REPORT RESUMES

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ABSTRACTS OF RESEARCH AND RELATED MATERIALS IN VOCATIONAL AND TECHNICAL EDUCATION, SUMMER 1968.

OHIO STATE UNIV., COLUMBUS, CENTER FOR VOC. EDUC.

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THIS QUARTERLY PUBLICATION ANNOUNCES THE AVAILABILITY OF DOCUMENTS ACQUIRED AND PROCESSED BY THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) CLEARINGHOUSE ON VOCATIONAL AND TECHNICAL EDUCATION. IT CONTAINS ABSTRACTS OF RESEARCH AND OTHER MATERIALS WHICH ARE USEFUL TO RESEARCHERS, SUPERVISORS, TEACHER EDUCATORS, EDUCATION SPECIALISTS, ADMINISTRATORS, TEACHERS, AND OTHERS WHO HAVE AN INTEREST IN VOCATIONAL AND TECHNICAL EDUCATION. THE ABSTRACTS ARE ORGANIZED BY TOPICAL GROUPINGS--(1) ADMINISTRATION AND SUPERVISION, (2) CURRICULUM, (3) EMPLOYMENT AND OCCUPATIONS, (4) EVALUATION AND MEASUREMENTS, (5) FACILITIES AND EQUIPMENT, (6) INDIVIDUALS WITH SPECIAL NEEDS, (7) INSTRUCTIONAL DEVICES AND MATERIALS, (8) PHILOSOPHY AND OBJECTIVES, (9) RESEARCH DESIGN AND RESEARCH DEVELOPMENT, (10) STUDENTS AND STUDENT PERSONNEL SERVICE, (11) TEACHERS AND TEACHER EDUCATION, (12) TEACHING AND LEARNING, AND (13) OTHER RESOURCES. INDEXES PROVIDE AN APPROACH TO THE ABSTRACTS BY (1) PERSONAL AND INSTITUTIONAL AUTHORS, (2) DOCUMENT ACCESSION NUMBER WITH A TABLE SHOWING ED NUMBERS FOR DOCUMENTS AVAILABLE THROUGH THE ERIC DOCUMENT REPRODUCTION SERVICE, (3) VOCATIONAL AND SUPPORTING SERVICES, AND (4) SUBJECTS. MOST OF THE 248 DOCUMENTS LISTED ARE AVAILABLE AS A SEPARATE MICROFICHE SET FROM THE ERIC DOCUMENT REPRODUCTION SERVICE (VT 005 745). THIS DOCUMENT IS AVAILABLE FOR $2.75 FROM THE CENTER FOR VOCATIONAL AND TECHNICAL EDUCATION, THE OHIO STATE UNIVERSITY, 980 KINNEAR ROAD, COLUMBUS, OHIO 43212. (HC)

ED019525

ABSTRACTS OF RESEARCH AND RELATED MATERIALS IN VOCATIONAL AND TECHNICAL EDUCATION

SUMMER 1968

ERIC CLEARINGHOUSE
THE CENTER FOR VOCATIONAL
AND TECHNICAL EDUCATION
THE OHIO STATE UNIVERSITY
COLUMBUS, OHIO

VT005744

The Center for Vocational and Technical Education has been established as an independent unit on The Ohio State University campus with a grant from the Division of Adult and Vocational Research, U. S. Office of Education. It serves a catalytic role in establishing a consortium to focus on relevant problems in vocational and technical education. The Center is comprehensive in its commitment and responsibility, multidisciplinary in its approach, and interinstitutional in its program.

The major objectives of The Center follow:

1. To provide continuing reappraisal of the role and function of vocational and technical education in our democratic society;
2. To stimulate and strengthen state, regional, and national programs of applied research and development directed toward the solution of pressing problems in vocational and technical education;
3. To encourage the development of research to improve vocational and technical education in institutions of higher education and other appropriate settings;
4. To conduct research studies directed toward the development of new knowledge and new applications of existing knowledge in vocational and technical education;
5. To upgrade vocational education leadership (state supervisors, teacher educators, research specialists, and others) through an advanced study and in-service education program;
6. TO PROVIDE A NATIONAL INFORMATION RETRIEVAL, STORAGE, AND DISSEMINATION SYSTEM FOR VOCATIONAL AND TECHNICAL EDUCATION LINKED WITH THE EDUCATIONAL RESOURCES INFORMATION CENTER LOCATED IN THE U. S. OFFICE OF EDUCATION.

Abstracts of
Research and Related
Materials
in
Vocational and Technical Education

SUMMER 1968

The Center gratefully acknowledges a contribution from The Sears-Roebuck Foundation to publish this quarterly abstract series.

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ERIC Clearinghouse
The Center for Vocational and Technical Education
The Ohio State University
980 Kinnear Road, Columbus, Ohio 43212

ERIC CLEARINGHOUSE ON VOCATIONAL AND TECHNICAL EDUCATION

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Abstracts of Research and Related Materials in Vocational and Technical Education is a quarterly publication (Fall, Winter, Spring, Summer) published by the ERIC Clearinghouse on Vocational and Technical Education. Subscription is $9.00 per year, or $2.75 per single copy. Send order to Publications Clerk, The Center for Vocational and Technical Education, The Ohio State University, 980 Kinnear Road, Columbus, Ohio 43212. Contents of this publication may be reprinted freely without requesting permission, providing appropriate credit is given to the Clearinghouse.

PREFACE

Abstracts of Research and Related Materials in Vocational and Technical Education (ARM) and the companion publication Abstracts of Instructional Materials in Vocational and Technical Education (AIM) announce the availability of documents acquired and processed by the ERIC Clearinghouse on Vocational and Technical Education. ARM incorporates abstracts of research and other materials which are useful to a wide audience of users such as researchers, supervisors, teacher educators, education specialists, administrators, teachers and others who have an interest in vocational and technical education. AIM includes abstracts of materials typically designed for teacher use or student use in the classroom, and annotations of bibliographies or lists of instructional materials. These publications prepared by the ERIC Clearinghouse on Vocational and Technical Education are published quarterly beginning with Fall 1967 issues.

The ERIC Clearinghouse on Vocational and Technical Education is a division of the Center for Research and Leadership Development in Vocational and Technical Education located at The Ohio State University and is one of the clearinghouses of the Educational Resources Information Center (ERIC-USOE). With the growth of vocational education programs, there is an increasing need for accessible information that can be used in developing logical chains of reasoning for research activities, for improving school practices and shortening the theory-practice gap. This Clearinghouse is striving to provide a useful and vital function in dissemination of information on vocational and technical education through these publications.

Since this Clearinghouse is a component of a larger information system, ERIC, it is logical that certain similarities among publications exist. In this regard the format of ARM and AIM is similar to that of Research in Education (RIE)[1], the primary publication of the Educational Resources Information Center (ERIC). RIE includes abstracts from all ERIC Clearinghouses. The abstracts of materials reported in ARM relate specifically to the educational field of vocational and technical education and constitute a segment of ERIC, the national information system for American Education.

In addition to the quarterly publications, Abstracts of Research and Related Materials in Vocational and Technical Education (ARM) and Abstracts of Instructional Materials in Vocational and Technical Education (AIM), other publications will be issued from time to time. These will typically concern themselves with reviewing and synthesizing information in specific areas of vocational and technical education, e.g., Review and Synthesis of Research in Technical Education; Agricultural Education; Home Economics, etc.

We are indebted to our colleagues within the profession for their cooperation in forwarding materials to the clearinghouse and for their suggestions and comments which have materially assisted in the development of this program. We anticipate further refinement and improved procedures with the continued assistance of our advisory committee.

Robert E. Taylor
Director

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[1] Research in Education is published 12 times a year. The first issue was no. 1, November 1966. Subscription: Domestic $11.00 a year; foreign, $2.75 additional. Single copy: Domestic, $1.00. Send check or money order (no stamps) to the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

INTRODUCTION

Organization of ABSTRACTS OF RESEARCH AND RELATED MATERIALS IN VOCATIONAL AND TECHNICAL EDUCATION

Abstracts of Research and Related Materials in Vocational and Technical Education relies upon two basic formats -- resumes and indexes -- to serve the browser and those seeking specific information. The resumes are organized according to several topical groupings in the first section of the document. Under each grouping, the resumes are arranged by Vocational Technical (VT) number which is an identification number assigned to reports as they are processed. Resumes contain an abstract which indicates the contents of a document in two hundred words or less. Additional components of a resume are explained in a diagram on page ix immediately preceding the resume section.

Several indexes are located after the resume section to provide specific approaches to documents reported in the resume section. The indexes, which allow one to quickly find pertinent information, are arranged according to the groupings of:

personal and institutional authors

document accession numbers

conversion of document numbers (VT to ED, ED to VT)

vocational and supporting services

subjects

All of the indexes refer to page numbers in this publication to enable the reader to quickly locate any resume of interest.

Availability of ARM

ARM is published quarterly (Fall, Winter, Spring, Summer). The first issue began Fall 1967. It is available by subscription for $9.00 per year. Send order indicating quarter and year that subscription is to begin to:

Publications Clerk
The Center for Vocational and Technical Education
980 Kinnear Road
Columbus, Ohio 43212

Availability of Materials Reported in ARM

One facet of the ERIC system is to make known the availability of the full text of materials cited. Many of the materials processed into the ERIC system with an ERIC Document (ED) number will be available from the ERIC Document Reproduction Service (EDRS) in the form of microfiche or facsimile copy. If an item is also available from a publisher, this is shown at the end of the abstract. Some documents with ED numbers are available only from a publisher or issuing agency which is shown at the end of the abstract.

A policy introduced by Central ERIC has enabled the Vocational-Technical (VT) Clearinghouse to make arrangements to include both the ED designated documents and the local VT Clearinghouse documents cited in *Abstracts of Research and Related Materials in Vocational and Technical Education (ARM)* as a set of microfiche with a single ED number for each issue of ARM. At this time, documents in the local Clearinghouse are available on microfiche as part of this set. They are not available as individual titles from EDRS. These are the documents in this publication which have a VT number only. (Facsimile copies of these items may be ordered from the Clearinghouse at cost.) Organizations which place a standing order for all microfiche which are issued for RIE will benefit from a reduced price schedule and will automatically receive the set for ARM. Organizations desiring only the set for ARM should order by ED number when the availability of the set is published in RIE. A procedure to establish a subscription procedure for these sets is being established.

Availability Key for Materials Reported in ARM

Accession Number:	Availability on Microfiche
ED number supplied	ERIC Document Reproduction Service (EDRS)
ED appears without a number	Unavailable from EDRS (at time of printing) until an ED number is assigned and published in RIE. The issue of RIE in which the abstract is scheduled to appear follows the ED prefix. ED numbers for items listed in previous issues of ARM (without ED numbers) are listed in the Conversion of Document Numbers Index in this publication after assignment of numbers has been made by Central ERIC.
VT number only supplied	Available on microfiche in VT-ERIC set from EDRS. Secure ED number for the set from RIE.

Items not available through EDRS will usually have a source of availability at the end of the abstract. When possible, this information is also provided for items available through EDRS. Electrostatic copy of items without a source of availability may be obtained at cost from the ERIC Clearinghouse on Vocational and Technical Education.

ERIC Document Reproduction Service (EDRS)

The ERIC Document Reproduction Service (EDRS) is operated by The National Cash Register Company. To save time, request order forms from:

EDRS
The National Cash Register Company
4936 Fairmont Avenue
Bethesda, Maryland 20014

The prices for microfiche changed January 1, 1968. The price for Standing Orders (all ERIC Documents) was reduced to 8.4¢ per fiche and was increased to 25¢ per fiche for individual titles.

To compute the cost of individual microfiche announced prior to January 1, 1968 use the following table:

IF PREVIOUSLY PUBLISHED (MF) PRICE WAS	USE THIS NEW PRICE	IF PREVIOUSLY PUBLISHED (MF) PRICE WAS	USE THIS NEW PRICE
$.09	$ .25	$.54	$1.50
.18	.50	.63	1.75
.27	.75	.72	2.00
.36	1.00	.81	2.25
.45	1.25	.90	2.50

Microfiche cost of documents announced in this issue are based on the new price schedule.

Scope of the Clearinghouse

The ERIC Clearinghouse on Vocational and Technical Education is responsible for research reports and other documents related to the general field of vocational and technical education. Included are reports on the specific fields of agricultural education, business and office occupations education, distributive education, health occupations education, home economics education, technical education, trade and industrial education, training in new subprofessional fields, and the related fields of industrial arts education, manpower economics, occupational psychology, and occupational sociology. Specifically included are subject categories such as administration, curriculum development, employment opportunities, evaluation, facilities and equipment, historical studies, individuals with special needs, innovative and experimental programs, instructional materials and devices, learning processes, manpower economics, occupations (jobs), philosophy and objectives, research methods, student personnel services, students (characteristics), teachers, and teacher education and teaching methods when related specifically to vocational and technical education.

Acquisitions

The adequacy of information in this publication, as well as other services of this clearinghouse, is directly related to the extensiveness of the information acquired and processed into the system. This Clearinghouse has assumed the initiative in obtaining as much of the available information as possible. However, it is impossible for any organization to achieve complete and comprehensive coverage of a field as vast as vocational education without the cooperation and assistance of the profession. The growth and ultimate effectiveness of the system require supplemental efforts of its users. Any person in the vocational or technical field is invited to forward to the Clearinghouse two copies of items relating to vocational-technical education for possible inclusion in the system. Questions relating to this endeavor should be directed to the Acquisitions Specialist at the Center.

Abbreviations

AIM	*Abstracts of Instructional Materials in Vocational and Technical Education*
ARM	*Abstracts of Research and Related Materials in Vocational and Technical Education*
ED	ERIC Document
EDRS	ERIC Document Reproduction Service
ERIC	Educational Resources Information Center
HC	Hard copy
MF	Microfiche
RIE	*Research in Education*
VT	Vocational-Technical

SAMPLE RESUME

If ED is followed by numbers, item cited has been announced in Research in Education. If ED is not followed by numbers, the issue of RIE in which the abstract is scheduled to appear follows the ED prefix.

Accession Number--an identification number sequentially assigned to reports as they are processed

VT 000 026 ED 010 791

Evaluation of Local Vocational Education Programs. A Manual for Administrators, Teachers, and Citizens.

Title of Report

Author(s)--the individual(s) who prepared the report.

Byram, Harold M.

Institutional Source--the organization responsible for the report.

Publication Date--the date the report was published.

Michigan State Univ, East Lansing. Bur of Educ Res Serv.

Jul 65

Total number of printed pages in the document, including cover and appendices.

EDRS Price--price of the document through the ERIC Document Reproduction Service. "MF" means microfiche; "HC" means hardcopy.

EDRS PRICE MF-$0.50 HC-$3.40 85p.

BIBLIOGRAPHIES, *VOCATIONAL EDUCATION, *PROGRAM EVALUATION, CONSULTANTS, ADVISORY COMMITTEES, CURRICULUM EVALUATION, STAFF UTILIZATION, VOCATIONAL FOLLOWUP, JOB PLACEMENT, OCCUPATIONAL GUIDANCE, *ADMINISTRATOR GUIDES, VOCATIONAL DIRECTORS,

Descriptors--the subject terms assigned by an indexer to characterize the contents of a report. Only the major terms, those preceded by an asterisk, are printed in the index.

Identifier--acronyms, geographical areas, organizations, tests (e.g. Binet), etc.

Michigan,

As a result of the experiences of and study by the staff of three Michigan public schools participating in a research project between 1963 and 1965, this manual was prepared for use by administrators, teachers, and citizens committees in evaluating and planning local vocational education programs. It explains the role of the local director, consultants, staff, citizens' committees, and the procedures that can be used in analyzing curricular offerings, studying needs with reference to existing programs, and using the placement services and followup of graduates and former students in the evaluation process. The appendixes list sample forms used by the three schools to obtain information for their evaluations. (PA)

Abstract--a condensation of the report in about 200 words. When applicable, it includes the purpose, procedure, results, and conclusions of the research activity.

Abstractor's Initials

Availability Key for Materials Reported in ARM

Accession Number:	Availability on Microfiche
ED number supplied	ERIC Document Reproduction Service (EDRS)
ED appears without a number	Unavailable from EDRS (at time of printing) until an ED number is assigned and published in RIE. The issue of RIE in which the abstract is scheduled to appear follows the ED prefix. ED numbers for items listed in previous issues of ARM (without ED numbers) are listed in the Conversion of Document Numbers Index in this publication after assignment of numbers has been made by Central ERIC.
VT number only supplied	Available on microfiche in VT-ERIC set from EDRS. Secure ED number for the set from RIE.

Items not available through EDRS will usually have a source of availability at the end of the abstract. When possible, this information is also provided for items available through EDRS. Electrostatic copy of items without a source of availability may be obtained at cost from the ERIC Clearinghouse on Vocational and Technical Education.

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ADMINISTRATION
AND SUPERVISION
SECTION

VT 000 972 ED 015 247
Costs and Returns of Technical Education, A Pilot Study.

Carroll, Adger B. * Ihnen, Loren A.
North Carolina State Univ, Raleigh. Dept of Economics
Pub Date - Jul66
EDRS PRICE MF-$0.25 HC-$2.36 57p.

LONGITUDINAL STUDIES, *GENERAL EDUCATION, *TECHNICAL EDUCATION, HIGH SCHOOL GRADUATES, MALES, COMPARATIVE ANALYSIS, STUDENT COSTS, *INCOME, ECONOMIC RESEARCH, EDUCATIONAL FINANCE, TECHNICAL INSTITUTES, *GRADUATES, *PROGRAM COSTS, FRINGE BENEFITS, CAUCASIANS,
North Carolina,

The objectives of this study were (1) to obtain estimates of costs and returns of technical education, (2) to compute social and private rates of return on investments in technical education, and (3) to compare these with estimates of the rate of return on general education and investments in tangible capital. Costs and returns were measured by comparing earnings of a group of 45 white male Gaston Technical School graduates with earnings for a group of 45 white male high school graduates having similar characteristics. The comparison covered a 7-year period. The estimated average total cost to society for the two years of technical education was $7,425 per student which included $5,197 for loss in productivity while in school and $2,228 for costs of providing school facilities, supplies, and personnel. The average total private cost per student for the two years of technical schooling amounted to $4,920. The average annual income from investment in technical education increased from $553 in the first year after schooling to $1,036 in the fourth post-graduate year. The estimated social rate of return on investments in technical education was 16.5 percent and the private rate, 22 percent, assuming that per capita real earnings would increase over time at the rate of 2 percent per annum. (PA)

VT 001 185 ED (See June 1968 RIE)
Handbook on Work Experience Education, A Guide to the Organization and Operation of Work Experience Education Programs.

California State Dept. of Education, Sacramento
Pub Date - 65
EDRS PRICE MF-$0.50 HC-$5.00 123p.

*COOPERATIVE EDUCATION, STATE LEGISLATION, ADMINISTRATOR GUIDES, PROGRAM GUIDES, *WORK STUDY PROGRAMS, *WORK EXPERIENCE PROGRAMS, *PROGRAM PLANNING, PROGRAM EVALUATION, COORDINATORS, EMPLOYERS, RECORDS (FORMS),
California,

School administrators can use this handbook in the implementation of regulations and the establishment of standards for work experience education. Individual chapters answer the following questions--(1) What is work experience education, (2) What factors must be considered before starting a work experience education program, (3) What steps should be taken in planning a work experience education program, (4) What are the responsibilities of the school coordinator of a work experience education program, (5) What are the responsibilities of the employer in the operation of a work experience education program, (6) What are the legal responsibilities involved in the operation of a work experience education program, (7) How can good public relations be maintained, and (8) How can a work experience education program be evaluated. The appendix includes legal authorizations governing work experience, sample applications and forms, a suggested course outline, and pertinent California governmental office addresses. (EM)

VT 001 210   ED (See June 1968 RIE)
The Community-Apprenticeship Program, A Feasibility Study.

Isaack, Thomas S.
West Virginia Univ., Morgantown
Economic Development Ser-9, Bull-66-12-1
Pub Date -   Jun66
EDRS PRICE MF-$0.25 HC-$1.48   35p.

*APPRENTICESHIPS, *ON THE JOB TRAINING, *EDUCATIONAL PROGRAMS, *PROGRAM DEVELOPMENT, *EMPLOYER ATTITUDES, EDUCATIONAL RESPONSIBILITY,
Community-Apprenticeship Program, MDTA Programs,

The study was conducted to examine the feasibility of establishing on-the-job training away from the place of employment. Responses were collected from 31 managers' meetings held in Clarksburg, Parkersburg, and Wheeling. Managers were asked what obstacles they anticipated in training "outsiders", and how training nonemployees would fit into the firm's present operation. Some potential objections were--(1) Unions would oppose training outsiders, (2) Employees would ask for similar training, (3) Scheduling would be difficult, (4) Compensation would be a problem, (5) Injury and accident liability would increase, (6) There would be a need for additional security measures in personnel, financial, information, process, and product areas, (7) A screening process for trainees would be needed, (8) The public might misunderstand such training, and (9) The program would involve changing the status quo. Potential methods of implementation were--(1) sponsorship by some formal organization, (2) utilization of off-hours for training, and (3) the application of tax breaks for firms training outsiders. (EM)

VT 001 668   ED 011 932
National Leadership Development Institutes in Technical Education.

Cotrell, Calvin J. * Valentine, Ivan E.
Ohio State Univ, Columbus. Center for Vocat and Tech Educ
BR-6-1888
Pub Date - 30Apr67
EDRS PRICE MF-$0.75 HC-$7.64   189p.

*TECHNICAL EDUCATION, *LEADERSHIP TRAINING, EDUCATIONAL PROGRAMS, NATIONAL PROGRAMS, EVALUATION TECHNIQUES, SELF EVALUATION, *SUMMER INSTITUTES, *PROGRAM EVALUATION, QUESTIONNAIRES, INSTRUCTIONAL MATERIALS, PROGRAM DESCRIPTIONS,

The nation-wide growth in technical education, stimulated by the demand for greater numbers of technicians, has brought about tremendous need for leadership personnel. The purpose of this project was to plan, develop, implement, and evaluate five 2-week leadership development institutes in technical education designed to provide training for current and potential leaders in technical education. Institutes were conducted in the summer of 1966 at Colorado State University, Oklahoma State University, Rutgers-The State University, University of Florida, and the University of Illinois with The Center for Vocational and Technical Education, The Ohio State University, serving as the coordinating agency for the consortium. The majority of the 195 participants from 46 states and Puerto Rico were employed in administrative or supervisory positions at the state or local level. The project evaluation revealed that participants reported a gain in knowledge of concepts in technical education and were generally satisfied with the content and operation of the institutes. A majority of the participants received above average scores in applying knowledge gained during the institutes, indicated plans for implementing changes in their programs, and received average ratings by institute directors for their demonstrated leadership skills. Instructional materials development for the project included a "Compilation of Technical Education Materials" (VT 002 936) and two supplements (VT 002 930 and VT 002 928). (HC)

VT 001 676   ED (See June 1968 RIE)
MDTA Business Education Projects.

California State Dep of Educ, Sacramento. Bur of Bus Educ
Pub Date -   65
EDRS PRICE MF-$0.50 HC-$3.48   85p.

*BUSINESS EDUCATION, *MANPOWER DEVELOPMENT, *PROGRAM PLANNING, *PROGRAM GUIDES, CURRICULUM, RECORDS (FORMS), PROGRAM DEVELOPMENT, STENOGRAPHERS, TYPISTS, PROGRAM EVALUATION,
Manpower Development and Training Act,

The application of the Manpower Development and Training Act (MDTA) program procedures and policies in the field of business education is explained in detail by presenting sample forms and project descriptions from this field. The responsibility and authority for implementation of the Act at the federal, state, and local levels are discussed. Samples of the Training Order and the Training Plan and Proposal, forms required for operation of a project, are included with instructions for their completion. The latter uses recommended basic curriculums for training stenographers and clerk-typists as examples and discusses course structure, facilities and equipment, budget, and methods. Information on implementation and funding explains procedures, including form numbers, from project approval to final settlement. Training operations cover (1) kinds of instruction such as classroom, demonstrations, and on-the-job practice, (2) counseling, (3) supervision, and (4) evaluation of trainees. A brief list of required reports and sample forms for a student followup and a project evaluation check sheet are included. (PS)

VT 002 956   ED (See June 1968 RIE)
The Junior High School Program in Industrial Arts, A Study of Industry and Technology for Contemporary Man.

Maley, Donald
Pub Date - 67
EDRS PRICE MF-$0.25 HC-$0.60 13p.

*INDUSTRIAL ARTS, *JUNIOR HIGH SCHOOLS, *PROGRAM DESCRIPTIONS, *EDUCATIONAL STRATEGIES, *TECHNOLOGY, INDUSTRY,

The program developed by the University of Maryland in cooperation with the Montgomery County school system is described. It is an attempt to put educational theory into operation. It focuses on an experimental-laboratory-for-people concept and emphasizes the individual's role in the learning process. It has put the process of self-education ahead of teaching-as-telling to the extent that the process of obtaining the answer is more important than the answer. The seventh grade program has an anthropological base of common cultural elements and utilizes the unit-seminar-contract-project approach to teaching. Units on tools and machines, power and energy, and communications and transportation focus on their development and their contributions to the growth of civilization. The eighth grade program has a contemporary approach to American industry and uses the group project method and line production techniques. The ninth grade program takes into account the psychological needs of the student, his resourcefulness, capabilities, future aspirations, problem solving ability, and ingenuity. It assumes the ninth grade location in the 6-3-3 school plan as well as the developmental tasks associated with that age and grade level. The approaches which may be used are contemporary units, research and experimentation, group projects, line production, and technical development by group or individuals. A related document is VT 002 955. (EM)

VT 003 206 ED 013 957
Vocational Agriculture. (RCU Research Summary).

California Coordg. Unit for Occup. Res. and Development
Pub Date - 67
EDRS PRICE MF-$0.25 HC-$1.00 23p.

*LITERATURE REVIEWS, *EDUCATIONAL RESEARCH, *AGRICULTURAL EDUCATION, WORK EXPERIENCE, STUDENT CHARACTERISTICS, POST SECONDARY EDUCATION, AGRICULTURAL TECHNICIANS, AGRICULTURAL COLLEGES, COLLEGE STUDENTS, HIGH SCHOOL STUDENTS, EMPLOYMENT OPPORTUNITIES, PROGRAM EVALUATION, ADULT FARMER EDUCATION, MIGRANT EDUCATION, AGRICULTURAL OCCUPATIONS, OCCUPATIONAL CHOICE, GRADUATE SURVEYS,

To assist those who make decisions relating to educational programs in agriculture, recent research in vocational agriculture is summarized. A 1963 study treats the relationship between work experience and student characteristics, plans, and aspirations. Studies on post-secondary education concern guidelines for technician programs, justification for a junior college program, background in vocational agriculture related to success in college, and characteristics of college of agriculture students. Student followup studies treat employment opportunities in agriculture, value of vocational agriculture in occupations, and occupational status of former vocational agriculture students. Agri-business studies treat determination of employment opportunities and identification of technical workers in agriculture and their needs for training programs. Studies on agricultural education for adults treat organization of agriculture in relation of farmer's socio-economic values to crop yield, factors assiciated with success in adult farmer education, and education of migrant children. (JM)

VT 003 212   ED 015 259
A Training Program for Selected Home Economists to Train Adults and Older Youth for Homemaker Service Responsibilities. Final Report.

Detro, Charlene L.
Louisiana State Univ., Baton Rouge. Sch. of Home Econ.
BR-5-1315
Pub Date - 21Mar67
EDRS PRICE MF-$1.00 HC-$10.68   265p.

*VISITING HOMEMAKERS, *ADULT VOCATIONAL EDUCATION, *OCCUPATIONAL HOME ECONOMICS, HEALTH SERVICES, TEACHER EDUCATION, WORKSHOPS, INSTRUCTIONAL MATERIALS, TEACHING METHODS, PROGRAM EVALUATION, WORK EXPERIENCE PROGRAMS, HOME ECONOMICS TEACHERS, RECORDS (FORMS), *PROGRAM DEVELOPMENT, PROGRAM DESCRIPTIONS, INDIVIDUAL CHARACTERISTICS, CURRICULUM GUIDES, DIRECTORIES, Louisiana,

Based on an earlier pilot program, this program, conducted from January 1966 to March 1967, was designed to prepare home economists for leadership in training adults and older youth for homemaker services and develop methods and a curriculum for teaching the necessary courses. Twenty-eight qualified home economists attended a 3-week workshop to develop instructional materials and methods. Lectures, reports, and discussions of research findings covered problem areas such as ethics of homemaker service, mental health, and the ill and aging. Each home economist returned to her parish and taught a Homemaker-Home Health Aide Training course of 60 hours of classroom instruction and 20 hours of supervised work experience. A total of 380 homemakers, 151 in urban and 229 in rural areas, completed the course. The teacher training workshop, homemaker training program, and trainee work experience were evaluated. Some findings were--(1) Advisory committees contributed to the development of the programs, (2) The syllabus developed by home economists was an effective training resource, (3) Announcements made through the State employment service and local civic organizations aided trainee recruitment and placement, (4) Services of program graduates relieved demands on nursing homes and hospitals, (5) The 80-hour training program was judged to be more satisfactory than the shorter ones, and (6) The strength of the program lay in the acquired skills and ethical conduct of certified homemakers. Supplementary materials include examples of an annotated course outline, other instructional materials, application and evaluation forms, a certificate of completion, an organizational plan, and a parish directory of certified homemakers. (FP)

VT 003 264   ED 015 266
Seminar on Planning Developmental and Related Programs in Occupational Education. Center Seminar and Conference Report, no. 6.

Rogers, Charles H. * Scarborough, C. Cayce
North Carolina State Univ., Raleigh. Center for Occ Ed
Pub Date - 66
EDRS PRICE MF-$0.50 HC-$4.08 100p.

*VOCATIONAL EDUCATION, DEMONSTRATION PROGRAMS, DEVELOPMENTAL PROGRAMS, EXPERIMENTAL PROGRAMS, PILOT PROJECTS, *EDUCATIONAL RESOURCES, PROGRAM EVALUATION, INNOVATION, RESEARCH COORDINATING UNITS, RESEARCH METHODOLOGY, RESEARCH AND DEVELOPMENT CENTERS, REGIONAL LABORATORIES, *PROGRAM PLANNING, FEDERAL PROGRAMS, Hudson, Ohio,

Twenty-five public school personnel responsible for conducting research activities in occupational education attended a seminar where the objectives were--(1) to stimulate the initiation of innovative programs in occupational education at the local administrative level, (2) to assist local occupational education personnel in planning such programs, and (3) to develop strategies by and through which the Center may provide consultation and assistance for such programs in cooperation with Research Coordinating Units and other research organizations. Papers presented were (1) "The Need for Developing a New Kind of Vocational Program," by Lloyd G. Benham, (2) "A Description of the Hudson, Ohio, Pilot Program in Vocational Education," by Lloyd G. Benham and Mary Pace, (3) "Establishing Objectives and Developing Procedures for Developmental, Pilot, and Innovative Programs," by Lloyd Phipps, and (4) "Evaluation of Developmental, Pilot, and Innovative Programs," by Lloyd Phipps. Resources available for innovative programs through Research Coordinating Units were discussed by James E. Wall, through the Center for Occupational Education, by John K. Coster, through the regional U.S. Office of Education, by Theodore L. Abell, through the regional education laboratories, by John Forbes, and through the U.S. Office of Education in Washington, by Edwin Crawford. Summaries of participant reactions are included. (EM)

VT 003 295 ED (See June 1968 RIE)
A Conference for the Administration of Industrial Education. Final Report.

Morris, Clyde M.
North Dakota Univ., Grand Forks. Coll. of Education
Pub Date - Jun67
EDRS PRICE MF-$0.25 HC-$1.84 44p.

*CONFERENCES, *VOCATIONAL EDUCATION, INDUSTRIAL EDUCATION, *TECHNICAL EDUCATION, *PROGRAM ADMINISTRATION, AREA VOCATIONAL SCHOOLS, STATUS, GUIDANCE SERVICES, TECHNICAL INSTITUTES, PROGRAM DESCRIPTIONS, ADMINISTRATIVE PERSONNEL, EDUCATIONAL TRENDS, FEDERAL LAWS, EDUCATIONAL CHANGE, HISTORY, EDUCATIONAL PROBLEMS, SCHOOL PERSONNEL, VOCATIONAL AGRICULTURE,
South Dakota, Minnesota, Conference for the Administration of Industrial Education,

The 5-day conference-workshop, held at the University of North Dakota in July 1966, had as objectives to--(1) better acquaint school administrators with the philosophy and objectives of vocational education, (2) present national and state trends in vocational education, (3) review federal legislation, (4) consider specific examples of what other states and school districts were doing in this area, (5) orient the administrators to the services offered by the North Dakota State Vocational staff and other agencies, and (6) stimulate the administrators to assess the training needs of their students and communities. Included is "The College of Education Record" which gives major portions of the addresses presented by local, regional, and national educators--(1) "New Horizons in Vocational Education," by T. D. McCormick, (2) "Vocational-Technical Training in South Dakota," by E. B. Oleson, (3) "Minnesota's Area Vocational-Technical Schools," by O. D. Bakken, (4) "The History and Development of Vocational Education," by H. C. Gulbrandson, (5) "The Area Vocational School in Minnesota," by O. R. Bergos, (6) "Guidance Services in Vocational Education," by C. Matz, (7) "Problems of Staffing for Vocational Education," by H. E. Cramer, and (8) "Steak or Corn Meal--Which Will You Order," by S. D. Owen. (PS)

VT 003 317 ED (See July 1968 RIE)
An Analysis of Selected Business and Technology Programs in High Schools and in Two-Year Colleges and Institutions of New York State with a View Toward Initiating Articulation Procedures in Counterpart Offerings.

Brick, Michael
Center for Urban Education, New York, N.Y.
BR-5-0043
Pub Date - Feb67
EDRS PRICE MF-$0.50 HC-$4.64 114p.

*ARTICULATION (PROGRAM), *COLLEGE HIGH SCHOOL COOPERATION, *HIGH SCHOOLS, *COMMUNITY COLLEGES, ELECTRONICS, MATHEMATICS, TECHNICAL EDUCATION, VOCATIONAL EDUCATION, STUDENT CHARACTERISTICS, TRADE AND INDUSTRIAL EDUCATION, DISTRIBUTIVE EDUCATION, OFFICE OCCUPATIONS EDUCATION, SECRETARIES, SCHOOL SURVEYS, CONFERENCES, QUESTIONNAIRES, CURRICULUM, ELECTROMECHANICAL TECHNOLOGY, ELECTRONIC TECHNICIANS, *BUSINESS EDUCATION,
New York, City University of New York,

Thirty-eight high school and 2-year college representatives met to identify and suggest ways for developing techniques for working together, particularly in the articulation of the program offerings in the business, mechanical and electrical technologies. Data for discussion and analysis were obtained from questionnaires from 34 two-year colleges and 38 high schools which identified the types of students served, entry occupations for which high school and college programs prepare, objectives of each program, articulation practices now used and suggestions for improvements. On the basis of data collected, it was concluded that little was being done to articulate the educational efforts of high schools and community colleges in the areas studied. Conference speeches were (1) "Articulation Issues in Vocational-Technical Education" by S. V. Martorana, (2) "Curriculum and Instruction in Vocational and Technical Education" by G. Van Hooft, (3) "The Student" by J. Moore, (4) "Case Study--The City University of New York and Its Attempts at Articulation" by E. K. Fretwell, (5) "Case Study--A Study to Determine a Common Core of the Curriculum for Community College Electronic Technology Programs" by A. C. Gillie, and (6) "Case Study--Articulation Issues in Secretarial Programs" by E. W.

Rarig, Jr. Four groups discussing the major presentations made recommendations concerning articulation practices between high schools and 2-year colleges. The appendixes contain the questionnaire, the conference programs, and a list of participants. (PS)

VT 003 436 ED 015 268
Adapting Educational Change to Manpower Needs in Quincy, Massachusetts, and Wood County (Parkersburg), West Virginia.

National Education Assn., Washington, D.C.
Pub Date - Sep66
EDRS PRICE MF-$0.50 HC-$3.84 94p.

*SCHOOL IMPROVEMENT, *VOCATIONAL EDUCATION, *TECHNICAL EDUCATION, INNOVATION, *EDUCATIONAL CHANGE, HIGH SCHOOLS, JUNIOR COLLEGES, MANPOWER DEVELOPMENT, POST SECONDARY EDUCATION, FEDERAL AID, STAFF IMPROVEMENT, VOCATIONAL SCHOOLS, *SCHOOL SURVEYS, GENERAL EDUCATION, PROGRAM PLANNING, PROGRAM EVALUATION, GUIDELINES, Quincy, Massachusetts, Parkersburg, West Virginia,

Present procedures and innovations resulting from technological changes were examined in two representative school systems to help other schools, boards, and faculties facing comparable problems. The study focused on manpower training and development, the resources available in the community, the professional staff of the schools, the receptivity to innovations, the limitations imposed by financial stringencies, the new resources available from federal sources, and the industrial and business environment. Procedures designed to deal with the culturally deprived, school dropouts, and adults seeking retraining opportunities were specially considered. Generalizations identified during the 2-year study which should be useful as guidelines included--(1) The gap between general and vocational education can be bridged, (2) Vocational and technical education differ from academic education but need not be inferior to it, (3) Effective teaching of basic learning skills is essential, and it must start early in a child's life, (4) Technical skills are best taught to mature students, (5) Technical education for girls has been lagging, (6) The library, counseling, and guidance assume increasing importance in technical education, (7) Involvement of the community and faculty continues to be essential in program planning, (8) The availability of part-time jobs reduces dropout potential, (9) Junior colleges are of increasing importance, especially in vocational-technical education, (10) The use of federal funds is of increasing importance, and (11) The growing complexity of school administration puts a higher premium on competent leadership. (PS)

VT 003 634 ED 015 273
Determine the Feasibility of Developing a Model Describing the Flow of Occupational and Economic Information into the Secondary Vocational-Technical School. Final Report.

Silvern, Leonard C.
Education and Training Consultants Co., Los Angeles, Cal.
BR-6-1544
Pub Date - Jun67
EDRS PRICE MF-$0.50 HC-$4.40 108p.

*OCCUPATIONAL INFORMATION, *VOCATIONAL SCHOOLS, VOCATIONAL EDUCATION TEACHERS, FEEDER PATTERNS, *FEASIBILITY STUDIES, SYSTEMS CONCEPTS, *INFORMATION SYSTEMS, INPUT OUTPUT ANALYSIS, LITERATURE REVIEWS, SCHOOL INDUSTRY RELATIONSHIP, BIBLIOGRAPHIES, FEEDBACK, ECONOMIC FACTORS, CURRICULUM DEVELOPMENT, SYSTEMS ANALYSIS, *MODELS,

The major objectives of this feasibility study were (1) to identify information sources which furnish occupational and economic data to secondary schools, (2) to select those sources which are believed to have a measurable influence on the vocational curriculum, and (3) to categorize, relate, and combine or restructure those sources into a meaningful relationship and to create a model. Concepts of educational systems from 1914 to 1964 were examined, and procedures for creating systems in education from 1965 to 1967 were delineated and evaluated. Interview data to identify information sources were collected from state and county departments of education, university faculty, professional societies, experts in school-industry relationships, training directors, supervisors, counselors, occupational teachers, recent graduates, and seniors. In the graphic flow chart model produced, 49 closed-loop signal paths, each incorporating feedback, are traced and described using the characteristics of frequency, entropy, figure of merit, reliance, and recency. These are collectively related to occupational instructor performance. It was concluded that the model approach was feasible and models could be developed which have an immediate, practical application. Recommendations include refining the 49 feedback loops, identifying and evaluating other loops, developing mathematical means to test the model, using a life-problem simulation process to improve the model, and extending this technique of systems analysis and synthesis to other problem areas. Flow charts of the model are included. (EM)

VT 003 759   ED 015 281
Continuing Education for Women, A Growing Challenge.

Keyserling, Mary Dublin
Pub Date -   67
EDRS PRICE MF-$0.25 HC-$0.44   9p.

*ADULT EDUCATION, *ADULT STUDENTS, *FEMALES, *MANPOWER UTILIZATION, EDUCATIONAL NEEDS, EDUCATIONAL OPPORTUNITIES, *COLLEGE PROGRAMS, SPEECHES,
National Conference on Higher Education,

Colleges and universities are challenged to expand opportunities for continuing education for mature women. Nearly 29 million women are in the labor force, more than twice as many as in the years immediately before World War II. In 1966, they represented 37 percent of all workers in professional, technical, and kindred occupations compared with 45 percent in 1940. This underutilization of the skills of women is a serious waste. It is the mature, educated woman who underutilizes her potential by returning to the labor force in jobs inconsistent with her capacities and society's needs. She needs both continuing and refresher education. Often standard college courses present difficulty--they are oriented to teenagers in both content and pace, they do not update information in the fields of interest, the hours are inconvenient and counselors are not sufficiently aware of the problems of mature women or facilities and services to help them. Many colleges are responding to these special needs of women by developing programs incorporating limited course loads in degree or nondegree programs, flexible scheduling of courses at convenient hours, liberal provision for transfer of credits, counseling, financial assistance, child care services, and job placement or referral services. Special programs offered by several colleges are briefly described. This speech was delivered at the 22nd National Conference on Higher Education (Chicago, Illinois, March 7, 1967). (PS)

VT 003 813 ED (See June 1968 RIE)
A Demographic Study for Nebraska Higher Education. Part I, Projections, Elementary-Secondary Enrollments through 1975.

Nebraska Coord. Council for Public Higher Educ, Lincoln
Nebraska Comm for the Higher Educ Facilities Act of 1963
Nebraska Occupational Needs Research Coord Unit, Lincoln
Pub Date - Jun67
EDRS PRICE MF-$0.75 HC-$5.68 140p.

*STUDENT ENROLLMENT, STATISTICAL DATA, *POPULATION TRENDS, *ENROLLMENT TRENDS, *ELEMENTARY SCHOOLS, *SECONDARY SCHOOLS, ENROLLMENT PROJECTIONS,
Nebraska,

Three major trends will significantly affect elementary, secondary, and higher education enrollments throughout the State--the increasing total population, the population distribution by age, and the geographic relocation of the population. The state's population will continue to increase, but at a decreasing ratio. The 0-19-year-old population will continue to represent a significant portion of the total population. The most significant trend is the rural to urban migration. From 1960 to 1966, an estimated 63 counties lost population while towns of 2,500 or more increased their share of the State's population from 49.1 to 51.8 percent. Grade 12 enrollment increased from 17,484 in 1963 to 24,698 in 1965, a 41 percent gain. This group is expected to approximate 26,000 through 1975. The elementary and secondary school population will stabilize but gains and losses within counties will continue to occur. The trend toward consolidation of elementary and secondary school enrollment is clear, but both will continue to experience pressures and problems related to significant fluctuations in student enrollments. Data were from the 1962-65 Annual Fall Accreditation and Approval Reports, submitted by every public and private school each fall. Enrollments at each grade level for each county and the state were calculated, and straight line projections were made through 1975. The appendix contains tabular data on the enrollment for the study period and projected data for the 1966-77 period for each of the 92 counties. Charts furnish population data for the state as a whole. (EM)

VT 003 997 ED (See July 1968 RIE)
A Study of a Block-Time Schedule for Teaching Vocational Office Practice. Final Report of Project 201.

McBeth, John
Michigan State Univ., East Lansing. Coll of Education
Pub Date - 67
EDRS PRICE MF-$0.25 HC-$0.64 14p.

*OFFICE OCCUPATIONS EDUCATION, *TIME BLOCKS, *OFFICE PRACTICE, *PILOT PROJECTS, *FLEXIBLE SCHEDULING, PROGRAM PLANNING, GRADE 12, Michigan, Arizona, Florida, New Jersey, Washington,

This progress report on a project to implement a curriculum using the block approach covers the period July 1, 1965, through November 30, 1966. The block-time approach to vocational office education utilizes two or three consecutive class periods per day during the high school senior year for teaching the advanced secretarial subjects. Thirty-nine pilot schools in Michigan, Arizona, Florida, New Jersey, and Washington are participating. Michigan State University provides the central project leadership and negotiates and operates the contract with the U.S. Office of Education. One person from each State Department of Education serves as State Project Coordinator, and an appointed teacher-educator serves as State Research Consultant. Each pilot school provides a qualified teacher, called the Research Associate, who teaches the block-time class according to one of four plans--stenographic, modified stenographic, clerical, or special clerical for low achievers. A general course outline and other instructional materials were developed by the project staff in a national seminar and distributed to all project personnel. An evaluation of instructional materials is to be made at the end of the 1966-67 school year. Data on classroom activities have been submitted by the research associates to Michigan State University. A national seminar and state workshops have been conducted. Definite plans for the future depend upon the availability of funds and continued willingness of the States and pilot schools to participate. (PS)

VT 004 242 ED (See June 1968 RIE)
Experimental Orthodontic Technician Training Program. Progress Report.

Isaacson, Robert J.
Pub Date - 67
EDRS PRICE MF-$0.25 HC-$0.48 10p.

*DENTAL TECHNICIANS, *EXPERIMENTAL PROGRAMS, *HEALTH OCCUPATIONS EDUCATION, DENTAL SCHOOLS, DENTISTRY,

Dental hygienists, dental assistants, and 2-year college graduates were considered as sources of trainees for a 9-month orthodontic technician program. From six dental assistant applicants, two were selected on the basis of personality, ability to adjust to their environment, absence of academic deficiencies or failures, and motivation. Both trainees ranked in the 80th percentile in the Wesman I General Verbal Ability Test. The intent of the program was to train the technicians to take over the orthodontist's tasks of making radiographic, morphologic, and photographic records. They were trained to take alginate impressions, pour and trim plaster models, make X-ray tracings, bank typodont teeth, use finger rests and intraoral instrumentation, construct headgears, remove archwires, and check patients' home care practices and problems. One of the technicians was employed and had favorable employer evaluation. The other, though having at least three job offers, did not accept them, and her whereabouts were unknown. Having four trainees in the next program will permit improved methods of instruction such as assigning one technician to two students in both first and second year classes and scheduling each trainee for full-time work with specific orthodontists. (EM)

VT 004 348   ED (See July 1968 RIE)
A Proposed Model for an Information Storage and Retrieval System for Reporting Job Placement Follow-through Data of Persons Trained in Industrial Education Programs in California Public Schools. Tentative Draft.

Harris, Wayne M.
California State Dep of Educ, Sacramento. Bur of Ind Educ
Pub Date - Jun67
EDRS PRICE MF-$0.25 HC-$1.84 44p.

*VOCATIONAL FOLLOWUP, *DATA COLLECTION, ELECTRONIC DATA PROCESSING, *SYSTEMS APPROACH, *INFORMATION SYSTEMS, JOB PLACEMENT, RECORDS (FORMS), INDUSTRIAL EDUCATION, *MODELS,
California, Project Job Data,

The purposes of this study were to develop a model for comparing vocational job placement with enrollment and to make recommendations for its application on a statewide basis. The model was established through searching literature, consulting with educators and electronic data programers, and observing existing programs. It was essentially a data collection procedure and a data processing program for subsequent handling and storage of the data. It uses feedback and error control features. The prescored card was selected for the questionnaire instrument. Response positions, punched out by hand, are read directly by various electronic data processing techniques. The registration forms, verification of enrollment and addresses, and the in-class followup forms are completed by all industrial education students while still in school. The followup forms are later mailed to the students. Standardized forms were developed for (1) Standardized Registration for Junior Colleges, (2) Verification of Enrollment, (3) Verification of Addresses, (4) In-Class Follow-Through, and (5) Out-of-Class Follow-Through. The system, as planned, may stand alone, operate in conjunction with other electronic data processing projects, or become a part of larger information storage and retrieval systems. It is versatile and will accept new types of data and data gathering techniques for other evaluations and assessments of industrial education. The appendix includes (1) sample report forms, (2) mailing procedures, (3) definitions, and (4) a bibliography. A flow chart of the model is included. (EM)

VT 004 394   ED (See July 1968 RIE)
The Challenge of Vocational Education for Schools, States, and the Nation.

Venn, Grant
Office of Education, Washington, D.C.
Pub Date - 67
EDRS PRICE MF-$0.25 HC-$0.68 15p.

SPEECHES, *VOCATIONAL EDUCATION, *EDUCATIONAL PROBLEMS, *FEDERAL LEGISLATION,
American Vocational Association Convention,

The major dilemma and challenge facing vocational education is the fact that social changes lag far behind technological changes. Basic issues relating to this dilemma include--(1) Dropouts leave school before they acquire vocational skills, (2) Adolescents in our culture lack a clearcut way to move from childhood to a contributing role as an adult in society, (3) Rapid change, increasing educational levels, and greater needs tend to isolate people from society for economic reasons, while geographical isolation causes many rural areas to be left out of the mainstream of technological development, (4) The rising aspiration rate often exceeds results and rising frustration exceeds both, (5) The educational level of adults often hinders their adjustment to changes, (6) A lack of clear cut jurisdictional control over programs confuses the responsibility for them, and (7) Whether to educate for a job and a satisfying role in society or to remedy and correct must be decided. To resolve these issues, the belief that occupational education is the real preparation for life must be implemented by providing the best possible vocational education for the greatest possible number of people. To achieve this, the administration has introduced a proposed amendment to the Vocational Education Act of 1963 to set up pilot programs, costing an estimated $30 million annually, to find ways to overcome the basic problems. The amendment has four aspects--an exploratory occupational education program for all junior high school students, projects to assist the student in developing to his maximum through educational part-time work experience, a service in schools for placing students in entry jobs, and the development of new curricula in vocational education to serve those now being ignored. Whether this amendment becomes law or not, federal personnel are saying, "The responsibility of the schools for its students cannot be overemphasized. The responsibility is not just for instruction. It applies to those who leave as well as those who remain--to the dropouts as well as to the stayins." This speech was delivered at the American Vocational Association Convention (Cleveland, Ohio, December 6, 1967). (EM)

VT 004 487   ED (See July 1968 RIE)
Requirements for an Accredited Program in Dental Laboratory Technology.

American Dental Assn., Chicago, Ill. Counc. on Dent. Educ
Pub Date -   Nov67
EDRS PRICE MF-$0.25 HC-$0.36   7p.

*STANDARDS, DENTAL ASSOCIATIONS, *HEALTH OCCUPATIONS EDUCATION, *DENTAL TECHNICIANS, *ACCREDITATION (INSTITUTIONS), PROGRAM DEVELOPMENT,

The Council works within the authority of the "Bylaws" of the American Dental Association and the National Commission on Accrediting. It prefers that an accredited curriculum in dental laboratory technology be conducted in 2- or 4-year college or post-high school institutions which are accredited or eligible for accreditation. At an early stage of development, the institution requesting accreditation is asked to provide detailed reports on the program and curriculum planning and may be granted provisional approval. Requirements for accreditation are discussed for the specific areas of organization and administration, teaching facilities, finances, admissions, curriculum, faculty, and library. Copies of this document are available from Council on Dental Education, American Dental Association, 211 East Chicago Avenue, Chicago, Illinois 60611. (BS)

VT 004 494 ED (See July 1968 RIE)
Rationale and Suggested Guidelines for the Establishment and Implementation of Two-Year Associate Degree Nursing Programs Administered in Cooperation with the Vocational-Technical Education Branch of the Iowa Department of Public Instruction.

Kerr, Elizabeth
Iowa St Dep of Pub Instr, Des Moines. Voc-Tech Ed Branch
Pub Date - 67
EDRS PRICE MF-$0.25 HC-$0.60 13p.

*ASSOCIATE DEGREES, *NURSES, EDUCATIONAL PROGRAMS, *PROGRAM DEVELOPMENT, *GUIDELINES, *HEALTH OCCUPATIONS EDUCATION, TECHNICAL EDUCATION, CURRICULUM, ADMINISTRATIVE ORGANIZATION,

The problems of effectively concentrating courses, efficiently using time and money, providing adequate training, and helping alleviate the nurse shortage could be solved by establishing definitive associate degree programs in nursing. These would qualify for assistance from the Vocational-Technical Branch and would be appropriately administered by Iowa area community colleges and vocational-technical schools. Community colleges could also develop quality preprofessional curriculums with course credits transferable to baccalaureate programs in nursing. The organizational structure of the associate program would be comparable to other health occupations education programs in area schools. Its personnel would meet the qualifications of the Iowa Board of Vocational Education and Board of Nursing. The curriculum would consist of concurrent classroom teaching and supervised clinical practice in cooperating health agencies for 11 months per year for 2 years. The degree of Associate in Applied Science would be awarded to students completing the prescribed curriculum with a grade-point average of 2.0 (C). Graduates would be eligible to write the professional nurse licensing examination and, if successful, enter nursing in a beginning staff position. Students should be at least 17 years old and high school graduates preferably with courses in science and mathematics. A suggested curriculum and course descriptions are included. (BS)

VT 004 835 ED (See July 1968 RIE)
The Emerging Role of State Education Departments with Specific Implications for Divisions of Vocational-Technical Education, Report of a National Conference on State Department Leadership in Vocational Education (February 27-March 2, 1967).

Rice, Dick C. * Toth, Powell E.
Ohio State Univ., Columbus. Center for Voc. Educ.
Research Ser-11
Pub Date - 67
EDRS PRICE MF-$1.50 HC-$16.28 405p.

*CONFERENCES, NATIONAL PROGRAMS, *LEADERSHIP TRAINING, *VOCATIONAL EDUCATION, *STATE DEPARTMENTS OF EDUCATION, SOCIAL INFLUENCES, POPULATION TRENDS, ENROLLMENT TRENDS, GOVERNMENT ROLE, FEDERAL GOVERNMENT, EMPLOYMENT TRENDS, DISADVANTAGED GROUPS, EDUCATIONAL ADMINISTRATION, ORGANIZATION, STATE GOVERNMENT, *EDUCATIONAL CHANGE, National Conference on State Department Leadership in Vocational Education,

Fifty-three representatives of educational institutions and agencies from 19 states, the District of Columbia, and Canada attended a conference, which was the second phase of a multi-phase project to identify state leadership needs and develop leadership training programs. The purpose of the conference was to conceptualize the emerging role of the state education departments and to identify implications for divisions of vocational education. Background papers, dealing with societal forces impinging on state department operations, are included in Part One of the report--(1) "The Changing Character of General Population--Implications for Education" by P.M. Hauser, (2) "Projections of Changing Student Population" by E.P. McLoone, (3) "The Changing Occupational Structure with Implications for Education" by L.A. Lecht, (4) "Obtaining Optimal Educational Opportunity for Disadvantaged Groups" by R.D. Hess, (5) "State Government and Education" by L. Iannaccone, (6) "The Expanding Role of Federal Government in Education with Implications for State Education Departments" by N.A. Masters, (7) "Emerging Organizational Structures for Facilitating Educational Change with Implications for State Education Departments" by F.J. Ianni, (8) "Emergent Functions and Operations of State Departments of Education" by E.B. Nyquist, and (9) "The Administration of Vocational Education as an Integral Part of a State Department of Education" by B. Shoemaker. Part Two contains three papers synthesizing the various viewpoints and drawings major implications and a chapter summarizing some of the ideas developed during conference discussion. This document is available for $4.50 from The Center for Vocational and Technical Education, The Ohio State University, 980 Kinnear Road, Columbus, Ohio 43212. (HC)

VT 005 059
Speeches Presented at Annual Vocational Convention, American Vocational Association, Agricultural Education, Part I (61st, Cleveland, December 4, 1967).

Pub Date - 4Dec67
MF AVAILABLE IN VT-ERIC SET 17p.

*AGRICULTURAL EDUCATION, VOCATIONAL AGRICULTURE TEACHERS, *PROGRAM DEVELOPMENT, LEADERSHIP QUALITIES, YOUTH CLUBS, YOUNG FARMER EDUCATION, TEACHER RECRUITMENT, *HORTICULTURE, *AREA VOCATIONAL SCHOOLS, *TEACHER RESPONSIBILITY, PROGRAM ADMINISTRATION, PROGRAM DESCRIPTIONS, POST SECONDARY EDUCATION, EDUCATIONAL PROGRAMS, HIGH SCHOOLS, SPEECHES,
Cleveland, Ohio, Penta-County Vocational School, American Vocational Association Convention,

The document contains three speeches. A speech by R. Bender discusses problems in agricultural education such as developing new programs, retaining good programs, modifying the Future Farmers of America program, emphasizing young farmer education, and recruiting teachers. "Vocational Horticulture in Cleveland" by K.A. Parker, describes the program as being the largest in Ohio and consisting of nine schools, nine teachers, and 326 vocational students at the high school level and seven part-time teachers and 23 students at the post-high technical level. "Penta-County, A Unique Adventure in Education," by J.L. Pease, describes the five-county area vocational school program in the Toledo, Ohio area which operates a vocational high school, a 2-year accredited technical college, and a diversified adult program. It functions 16 hours per day, 7 days per week for 12 months per year and has a present enrollment of 4,950. A brochure and a list of publications about the program are included. (JM)

VT 005 060
Speeches Presented at Annual Vocational Convention, American Vocational Association, Agricultural Education, Part II (61st, Cleveland, December 4, 1967).

Pub Date - 4Dec67
MF AVAILABLE IN VT-ERIC SET 13p.

*TECHNICAL EDUCATION, *AGRICULTURAL EDUCATION, *YOUNG FARMER EDUCATION, SPEECHES, COOPERATIVE EDUCATION, SCHOOL INDUSTRY RELATIONSHIP, ORGANIZATIONS (GROUPS),
Clark County Technical Institute, Ohio, Ohio Young Farmers Association, American Vocational Association Convention,

This document contains two speeches. The first, by H. Martin, describes Ohio's technical education programs in agriculture, particularly that at the Clark County Technical Institute at Springfield, and discusses difficulties in setting up cooperative on-the-job training programs. Agricultural business looks forward to working with technical training programs in educational institutions because they realize that many positions require specialized skills and knowledge acquired in such programs and that it is neither practical nor economical for an employer to fill positions with overqualified personnel. "Young Farmer Report," by R.L. Hummel, gives membership characteristics, purposes, activities, and plans of the 52 chartered chapters of the Ohio Young Farmers Association. A list of 35 slides is included. (JM)

VT 005 061
Speeches Presented at Annual Vocational Convention, American Vocational Association, Business and Office Occupations Education, Part I (61st, Cleveland, December 6, 1967).

Pub Date - 6Dec67
MF AVAILABLE IN VT-ERIC SET 20p.

*OFFICE OCCUPATIONS EDUCATION, SPEECHES, *TIME BLOCKS, SECRETARIES, *COOPERATIVE EDUCATION, GRADE 12, *DISADVANTAGED YOUTH, POST SECONDARY EDUCATION, HIGH SCHOOLS, PROGRAM DEVELOPMENT, PROGRAM DESCRIPTIONS, MANPOWER DEVELOPMENT,
Florida, Arkansas, Ohio, Wisconsin, American Vocational Association Convention,

The document contains five speeches. "To Block or Not to Block--That Is the Question," by Bess Hiers describes the daily 3-hour block-of-time approach used to prepare students for secretarial employment during the senior year of high school in Florida.' "Cooperative Office Education in Pine Bluff High School," by Dell Brown describes a program in which high school seniors engage in cooperative work experience for a minimum of 15 hours per week. "A Brief Description of Cooperative Business and Office Education in Arkansas," by Mildred Brading describes the organization and operation of the high school program, the qualifications and duties of the teacher-coordinator and purposes of an advisory committee. "Youth with Special Needs," by Jim Maderitz describes the Manpower Development and Training Act program at Mahoning Valley Vocational School. "Post Secondary Office Education Potential Untapped and Unlimited," by W. A. Chojnowski, discusses the tremendous growth of office education programs and the continuing shortage of teachers in the field in Wisconsin. (PS)

VT 005 062
Speeches Presented at Annual Vocational Convention, American Vocational Association, Distributive Education (61st, Cleveland, December 6-7, 1967).

Pub Date - 7Dec67
MF AVAILABLE IN VT-ERIC SET 31p.

*DISTRIBUTIVE EDUCATION, *COOPERATIVE EDUCATION, SPEECHES, *PROGRAM COORDINATION, EDUCATIONAL PLANNING, INSTRUCTOR COORDINATORS, SCHOOL COMMUNITY RELATIONSHIP, EDUCATIONAL POLICY, NATIONAL SURVEYS, EMPLOYERS,
American Vocational Association Convention,

The document includes five speeches. "Study of Selected Policies of Distributive Education and Significant Related Areas in the United States," by Evelyn Randall Grace, reports results of a survey of teacher coordinators attending the 60th Annual American Vocational Association Convention concerning training plans, teacher coordinator reimbursement, training stations, state reports, coordination travel expenses, and communications. "Involvement and Motivation," by Mary K. Klaurens, discusses the role of the coordinator and the evaluation of his coordination activities. "Psychology of Developing a Training Plan," by Dwayne Tucker, deals with the behavioral changes which may occur as a result of the use of a training plan. "The Use of Training Plans," by Elinor F. Burgess, discusses the importance of and procedures for developing and using training plans. "Coordination--The Key to Effective Distributive Education Programs," by June Lay, defines and specifies conditions of successful coordination. (MM)

VT 005 064
Speeches Presented at Annual Vocational Convention, American Vocational Association, Agricultural Education, Part III (61st, Cleveland, December 7, 1967).

Pub Date - 7Dec67
MF AVAILABLE IN VT-ERIC SET 15p.

*AGRICULTURAL EDUCATION, *EDUCATIONAL CHANGE, *EDUCATIONAL INNOVATION, *EVALUATION, SPEECHES,
American Vocational Association Convention,

The document contains three speeches, "Establishing Innovations in Programs," by D.E. Wilson, discusses the necessity for progressive state staffs, cooperative local administrations, effective local staffs, and adequate financing, cautions against making undesirable change just for the sake of change, and gives examples of how innovations can be effected. "Important Innovations in Agricultural Education 1960-1967," by C.C. Drawbaugh, identifies training for off-farm agricultural occupations, changes in supervised practice, new teaching materials, and multilevel occupational education as important innovations. "Encouraging and Fostering Innovation," by G.L. Luster, explains that education does not innovate to the extent that business does because of a lack of economic incentive and clear-cut need and that evaluating the effects of innovation in education is difficult because it involves people's behavior. In encouraging innovation, recognition that things can be improved is necessary, freedom to act is essential, security must be discarded, leadership must be given, planning should be cooperative, innovation should be soundly based, and innovation should be tried only by the most capable. (JM)

VT 005 065
Speeches Presented at Annual Vocational Convention, American Vocational Association, Industrial Arts Education, Part I (61st, Cleveland, December 6-7, 1967).

Pub Date - 7Dec67
MF AVAILABLE IN VT-ERIC SET 76p.

*INDUSTRIAL ARTS, *SCHOOL SAFETY, *MANUFACTURING INDUSTRY, SHOP MANAGEMENT, INDUSTRIAL ARTS LABORATORIES, EQUIPMENT, *SCHOOL ACCIDENTS, SPEECHES, COURSE DESCRIPTIONS, JUNIOR HIGH SCHOOLS, *EXPERIMENTAL CURRICULUMS,
Baltimore, Maryland, Indiana, Parma, Ohio, American Vocational Association Convention,

The document includes five speeches. "A 'Total Package' Approach to Equipment and Shop Safety," by D.W. Irwin, discusses safety as an integral part of the educational program and the moral responsibility of instructors which should be reflected in building and shop planning, equipment purchases and operation, and shop organization. "Report of Student School-Jurisdiction Accidents," by Frank Bennett, reports student and employee accident statistics from the Baltimore City Public Schools for the period September 1966 through June 1967. "Safety and Industrial Arts," by Carl E. Brown, discusses the emphasis shop safety receives at Pike High School and the philosophy of school administrators in Indiana regarding school safety. "Safety Programs in Industrial Arts," by B. Gordon Funk, discusses industrial education safety program of the Los Angeles Unified School District. "A Study of Manufacturing Industries," by Glen Buchanan and others, discusses the content, methods and activities in an experimental junior high industrial arts course in Parma, Ohio. The course objectives, content outline, teaching aids, evaluation methodology, and reference bibliography are included. (EM)

VT 005 066
Speeches Presented at Annual Vocational Convention, American Vocational Association, Home Economics Education (61st, Cleveland, December 6-8, 1967).

Pub Date - 8Dec67
MF AVAILABLE IN VT-ERIC SET 34p.

*HOME ECONOMICS EDUCATION, *OCCUPATIONAL HOME ECONOMICS, *SCHOOL COMMUNITY RELATIONSHIP, *PROGRAM DESCRIPTIONS, *TEACHING SKILLS, LEADERSHIP QUALITIES, FOOD SERVICE WORKERS, HIGH SCHOOLS, TEACHER EDUCATION, TEACHER SUPPLY AND DEMAND, EDUCATIONAL PROGRAMS, COOPERATIVE EDUCATION, SPEECHES,
Sioux City, Iowa, California, FEAST, Seattle, Washington, American Vocational Association Convention,

This document contains six speeches. In the first, Hazel Wauer describes a pilot home economics program for gainful employment being conducted at Central High School in Sioux City, Iowa. Students attend a double period job-oriented class when sophomores and juniors and work a half day when seniors. Records show that students' grades, confidence, and poise have improved. "The Importance of Identifying and Encouraging Young Professional Home Economists to Continue Their Education and Leadership Positions," by Lucile Fee, discusses the continuing need for home economics personnel, and describes three outstanding professionals who have encouraged potential young leaders. "Developing Human Resources through the Home Economics Education Graduate Fellowship" explains the fellowship project and honors four outstanding leaders in home economics education--Hortense Hurst, Ata Lee, Eva Scully and Marybelle Hickner. "California's FEAST Program," by Hilda Gifford, explains the comprehensive high school program which prepares 11th and 12th grade students for food service occupations and features team planning, coordination with the regular school curriculum, industry-community involvement, and work experience. "Happenings in Home Economics in Seattle," by Kathleen Stuart, describes some of the procedures and successes of planning and developing a vocational program for useful and gainful home economics in an urban area, specifically in the Seattle Public Schools and the Seattle Community College. "Teacher Competencies Required for Emerging Educational Programs," by Donald Cottrell, lists assumptions which form a basis for formulating needed teacher competencies and discusses 10 significantly relevant competencies. (FP)

VT 005 067
Speeches Presented at Annual Vocational Convention, American Vocational Association, Business and Office Occupations Education, Part III (61st, Cleveland, December 17, 1967).

Pub Date - 7Dec67
MF AVAILALBE IN VT-ERIC SET 41p.

*BUSINESS EDUCATION, *TEACHER EDUCATION, *ADULT VOCATIONAL EDUCATION, COUNSELOR ROLE, *PRIVATE SCHOOLS, MANPOWER DEVELOPMENT, SPEECHES, HIGH SCHOOLS, *GUIDANCE, PILOT PROJECTS, MDTA Programs, Wisconsin, Ohio, American Vocational Association Convention,

The document contains three speeches and panel presentations. "Future Teacher Education," by William Jennings discusses criticisms, problems, and suggestions for changes in the preparation of business teachers. "Adult Programs and Courses in Business Education in Wisconsin," by Russell Paulsen, describes the business education program of the vocational, technical, and adult education system which is independent of the public schools and the university systems. A speech by a United Business Schools Association representative describes a pilot project to demonstrate the ability of private vocational schools to participate effectively in Manpower Development and Training Act programs, and the use and effectiveness of the "individual referral method" of trainee selection and enrollment. Panel presentations describe guidance and counseling in the business and office education program in Garfield High School in Akron, Ohio. The 10th grade cluster approach, a junior high school pilot career development program, and pupil selection are discussed by Arlene Spahr, who also discusses counseling procedures in detail in "The Counselor in a Comprehensive School." Guidance--In-Depth Exploration," by Anna Mae Flint, describes program organization and teacher and industry cooperation. (PS)

VT 005 072
Speeches Presented at Annual Vocational Convention, American Vocational Association, Trade and Industrial Education, Part II (61st, Cleveland, December 4-7, 1967).

Pub Date - 7Dec67
MF AVAILABLE IN VT-ERIC SET 31p.

SPEECHES, *SUMMER INSTITUTES, TEACHER IMPROVEMENT, *PUBLIC RELATIONS, *MANPOWER UTILIZATION, WORKING WOMEN, TRADE AND INDUSTRIAL TEACHERS, *VOCATIONAL EDUCATION, PROGRAM GUIDES, *TRADE AND INDUSTRIAL EDUCATION, PROGRAM PLANNING, PROGRAM EVALUATION, FEMALES,
Job Corps, American Vocational Association Convention,

The document contains two speeches. "Summer Program for Up-Dating the Technical Competency of Teachers of Industrial Subjects," by Ralph C. Bohn and John W. Chaplin reports a project to develop programs of inservice education (1) to upgrade teacher competency in understanding industrial materials, processes and mechanisms, and (2) to identify the methods whereby this new knowledge can be used to update current practices. A number of innovations were incorporated into the four instructional areas of electricity-electronics, automotive and power, industrial drafting, and metals technology to bring the teachers up-to-date in their subject areas and in related areas, such as industrial materials, automation and cybernetics. "A National Overview of Manpower Needs for Girls and Women," by Selma F. Lippeatt, discusses the underutilization of American women and attributes it basically to customs and attitudes which expect too little of women. The Job Corps, an Office of Economic Opportunity program, is discussed in detail as a means of reducing the underutilization and meeting the manpower needs of girls and women by training 16-21 year old women out-of-school, out-of-work, and in poverty levels. (HC)

VT 005 075
Speeches Presented at Annual Vocational Convention, American Vocational Association, Industrial Arts Education, Part II (61st, Cleveland, December 7-8, 1967).

Pub Date - 8Dec67
MF AVAILABLE IN VT-ERIC SET 61p.

*INDUSTRIAL ARTS, SPEECHES, *CREATIVE THINKING, RESEARCH, *COURSE ORGANIZATION, EDUCATIONAL PHILOSOPHY, *TEACHER RECRUITMENT, *FLUID POWER EDUCATION, HIGH SCHOOLS, SCHOOL SURVEYS, POST SECONDARY EDUCATION, TEACHER EDUCATION,
American Vocational Association Convention,

This document contains six speeches. "An Investigation Among State Supervisory Personnel Concerning Industrial Arts in Secondary Schools for Youth Continuing Their Education in Professional and Technical Fields," by Hugh L. Oakley, reports a study which showed that a majority of the states are making some effort to provide industrial arts courses designed for students intending to take further professional or technical education. The questionnaire is included. "Setting the Stage for Creative Thinking in Industrial Arts," by Otto Paul Furpahs, presents a rationale and methodology for senior high industrial arts metals courses which emphasize creative problem solving on the part of students. "Research and Development--The Applied Approach," by Otto Paul Furpahs, discusses industrial and applied research, industrial technicians, research and development terminology, and an approach to using an applied research base for industrial arts courses. "Providing Industrial Arts for All Youth," by G. Wesley Ketcham, discusses present factors which keep some students from industrial arts benefits and 15 factors which should be considered before industrial arts can be considered before industrial arts can be offered to all students. "Recruiting Teachers for Industrial Arts," by Herbert Siegel, describes techniques for undergraduate recruitment for industrial arts teacher education. "Research in Fluid Power," by William D. Wolansky, reviews a study which sought to determine goals and to identify and codify instructional content for industrial teacher education courses in fluid power. (EM)

VT 005 079
Speeches Presented at Annual Vocational Convention, American Vocational Association, Systems Analysis (61st, Cleveland, December 5, 1967).

Pub Date - 5Dec67
MF AVAILABLE IN VT-ERIC SET 69p.

*SYSTEMS ANALYSIS, *VOCATIONAL EDUCATION, CURRICULUM DEVELOPMENT, DATA ANALYSIS, *OCCUPATIONAL INFORMATION, SYSTEMS APPROACH, SPEECHES, INDUSTRIAL EDUCATION, PROGRAM DEVELOPMENT, OCCUPATIONAL SURVEYS, *MODELS, *EDUCATIONAL PLANNING, EMPLOYMENT TRENDS,
American Vocational Association Convention,

The document contains four papers. "Systems Analysis Approach to Vocational Curriculum Planning," (outline) by L. W. Yoho, presents a definition of the systems model as a simplified abstract arrow diagram, network, or flow chart revealing explicit descriptions of all action in sequence and relationship from beginning to completion of a project, operation, or goal. The discussion of applications of a systems model to curriculum development is taken from an accompanying paper by Yoho, "The Orchestrated Systems Approach to Industrial Education," which explains that although most systems of instruction employ methods of factoring out certain areas of instruction, the "Orchestrated Systems Approach" allows entry students to become acquainted with a whole operational system. "Implications and Applications of Manpower Data and Studies to Vocational-Technical Education Program Needs," by J. P. Lisack, discusses the importance of manpower data and its meaningful application to program building, suggests a manpower data and acquisition system, and encourages participation in developing such a system. "Occupational Trends and Determining Manpower Needs by Employer Surveys," by Dwight Kelley discusses general and specific job market trends, labor force changes, and suggestions for improving the information obtained from employer surveys. (PS)

VT 005 080
Speeches Presented at Annual Vocational Convention, American Vocational Association, Cooperation with Business and Industry (61st, Cleveland, December 5, 1967).

Pub Date - 5Dec67
MF AVAILABLE IN VT-ERIC SET 23p.

*SCHOOL INDUSTRY RELATIONSHIP, *VOCATIONAL EDUCATION, LABOR UNIONS, *TECHNICAL EDUCATION, BUSINESS, SCHOOL COMMUNITY RELATIONSHIP, *AREA VOCATIONAL SCHOOLS, SPEECHES, PROGRAM DESCRIPTIONS, Penta County Vocational School, Ohio, American Vocational Association Convention,

The document contains four speeches. "Cooperative Relationships with Business, Labor, and Industry," by R.E. Greenlee, discusses the critical need for more vocational and technically trained personnel in the food industry--a 92 billion dollar business in 1966. "Cooperative Relationships with Business, Labor and Industry," by R.E. Bowes, reports that organized labor has a direct interest in the entire vocational and technical education movement and that this interest can best be maintained through labor's participation on the various governing boards of vocational and technical schools. "The Penta-County Story," by W.L. Ramsey, describes the vocational school and technical college at Perrysburg, Ohio, a school district composed of 19 other school districts in five counties covering 1,400 square miles which offers three levels of vocational education--an area vocational school, a technical college, and an adult evening division. Albert Hage describes the cooperative effort of the Chamber of Commerce, education, and industry in establishing the Penta County educational system. The work program had the following steps--(1) The need, trained manpower, was identified, (2) The objective, promoting and accelerating vocational and technical training program, was determined, and (3) The action was initiated in that business and industry were surveyed, committees assisted the educators, and constant communication with management's appointed representatives was maintained. (PS)

VT 005 083
Speeches Presented at Annual Vocational Convention, American Vocational Association, General Sessions (61st, Cleveland, December 4-6, 1967).

Pub Date - 6Dec67
MF AVAILABLE IN VT-ERIC SET 33p.

*VOCATIONAL EDUCATION, SPEECHES, UNEMPLOYMENT, ADVISORY COMMITTEES, JOB PLACEMENT, LEADERSHIP, PROFESSIONAL ASSOCIATIONS, WORK EXPERIENCE, EDUCATIONAL PROGRAMS, WORK STUDY PROGRAMS, DROPOUTS, *FEDERAL LEGISLATION, EDUCATIONAL OBJECTIVES, *EDUCATIONAL NEEDS, FEDERAL AID,
American Vocational Association Convention,

This document contains three speeches. "Education in a Trillion Dollar Economy," by R.C. Pucinski, points out the nation's economic growth, sets as an educational goal a marketable skill for every person and citing unemployment as an underlying ill of society, describes current efforts to combat it by updating and expanding vocational programs through federal legislation. "Employment Education for All American Youth," by M. Essex, reports, in general terms, the principles and objectives of the efforts of the Advisory Council which reviewed the Vocational Education Act of 1963. Three basic proposals were a unification of education and manpower development into one responsibility, a plan for total jobs education, and the delegation of responsibility for job placement to the school. A speech by L.A. Burkett discusses three critical points in current vocational education developments--(1) leadership in vocational education and manpower training, (2) the challenge of providing permanent, universal, continuous programs for all, and (3) new directions for the professional association. (JM)

VT 005 084
Speeches Presented at Annual Vocational Convention, American Vocational Association, National Council of Local Administrators of Vocational Education (61st, Cleveland, December 4, 1967).

Pub Date - 4Dec67
MF AVAILABLE IN VT-ERIC SET 34p.

SPEECHES, *VOCATIONAL EDUCATION, COUNSELORS, ADVISORY COMMITTEES, *EDUCATIONAL PLANNING, CURRICULUM DEVELOPMENT, POLICY FORMATION, TEACHER IMPROVEMENT, *INDUSTRY, INPLANT PROGRAMS, APPRENTICESHIPS, ON THE JOB TRAINING, CONFERENCES, DRIVER EDUCATION, EDUCATIONAL ADMINISTRATION, *SCHOOL INDUSTRY RELATIONSHIP, EDUCATIONAL OBJECTIVES, GENERAL EDUCATION, STUDENT PERSONNEL SERVICES, Chrysler Corporation, American Vocational Association Convention,

This document contains two speeches. "The Evolving Stature of Vocational Education with Implications in the Total Educational Enterprise," by C.T. Olivo, presents seven implications related to the total educational enterprise and 16 implications which are specific to vocational education. These apply to administrators, area school directors, vocational curriculum coordinators, human resource coordinators, designation of institutions, advisory committees, coordinated plans within states, curriculum articulation, equipment, youth organizations, professionalization, centrality of curriculum development, research and demonstration projects, teacher standards, and far-reaching decisions and issues. A speech by J.H. Moore explains Chrysler Corporation's contributions to education through (1) direct educational grants, (2) scholarships, (3) apprenticeship programs, (4) on-the-job training programs, (5) master technician service conferences, (6) dealer education programs, (7) service manager conferences, (8) provision of driver training cars to schools, (9) donation of trucks, cars, and components to schools, (10) tuition refund plan for employees, (11) a company institute of engineering, and (12) trouble shooting contest sponsorship. (JM)

VT 005 086
Speeches Presented at Annual Vocational Convention, American Vocational Association, American Technical Education Association General Meeting (61st, Cleveland, December 4, 1967).

Pub Date - 4Dec67
MF AVAILABLE IN VT-ERIC SET 16p.

SPEECHES, *TECHNICAL EDUCATION, *RECRUITMENT, *STUDENTS, *PUBLIC RELATIONS, *SCHOOL INDUSTRY RELATIONSHIP, COOPERATIVE PROGRAMS, STAFF ROLE,
American Vocational Association Convention,

The document contains three speeches. "Attracting Students to Post High School Occupational Programs--Public Relations," by Wayne W. Miller, presents the concept that to be effective in student recruitment, public relations must be composed of all facets of the institution--location, prestige, facilities, courses, faculty, services, and an Information Service responsible for obtaining and releasing new stories and special magazine releases. Suggestions are based on successful practices at Oklahoma State University School of Technical Training. "Attracting Students to Post High School Occupational Curricula--Industrial Participation," by Irv Wilken, explains the joint cooperation needed between industry and college to recruit students. The Rock Valley College in Northern Illinois has initiated a cooperative program of study and work, the Career Advancement Program, in which students work a regular half-day and are rotated among jobs within the company to provide maximum exposure to industrial operations. Experiences in this program reveal that industrial cooperation can be helpful in recruiting because it results in publicity, gives a program prestige through support, and increases potential students by encouraging employees to enroll in programs on a part- or full-time basis. "Student Recruitment in Technical Education," by George Mehallis, discusses the coordinated institutional-wide effort and personnel utilization necessary for an effective recruitment program. Public relations efforts of a well-planned recruitment program should include articulation with "feeder" secondary schools, thoroughly developed curriculums that are widely endorsed by industry, reputable student guidance, job placement procedures, and continuous followup studies. (HC)

VT 005 087
Speeches Presented at Annual Vocational Convention, American Vocational Association, State Boards for Vocational Education (61st, Cleveland, December 4, 1967).

Pub Date - 4Dec67
MF AVAILABLE IN VT-ERIC SET 50p.

*VOCATIONAL EDUCATION, TECHNICAL EDUCATION, EXPERIMENTAL PROGRAMS, WORK EXPERIENCE PROGRAMS, JOB PLACEMENT, CURRICULUM DEVELOPMENT, PROGRAM EVALUATION, TEACHER EDUCATION, FEDERAL AID, *COMPREHENSIVE

HIGH SCHOOLS, CORE CURRICULUM, *EDUCATIONAL INNOVATION, SPEECHES, *EDUCATIONAL PROBLEMS, FEDERAL LEGISLATION, *EDUCATIONAL CHANGE, PROGRAM DESCRIPTIONS,
Pittsburgh, Pennsylvania, American Vocational Association Convention,

This document contains four speeches. "The Challenge of Vocational Education for Schools, States, and the Nation," by Grant Venn, discusses the basic issues facing vocational educators--when to teach vocational skills, adolescent development, integration of isolated elements of society, unrealistic aspirations, adult education, jurisdictional control, and the balance between effective job training and remediation. Pending federal legislation could affect these problem areas by providing experimental programs in exploratory occupational education, work experience, job placement, and new curriculums. "Adjustments in Vocational Education," by M.L. Barlow, points out the responsibility of the school board for providing an environment necessary for developing a dynamic system of vocational education. Adjustments need to be made in the scope of vocational education, its relation to social problems, continuing education, teacher education, and funding. "Innovations in Vocational Education," by G.A. Parkinson, discusses the innovations resulting from a new awareness of the problems of vocational and technical education as distinct from classical education and the extent to which innovations have been adapted to the enrichment of education at all levels. "Up to Seventy Percent," by L.J. Kishkunas, explains the comprehensive approach employed by Pittsburgh Public Schools for occupational, vocational, and technical education wherein core curriculums were developed, transition from the old vocational schools to comprehensive high schools with the new offerings was achieved, and tentative plans for post-secondary curriculums were proposed. (JM)

VT 005 088
Speeches Presented at Annual Vocational Convention, American Vocational Association, Trade and Industrial Education, Part I (61st, Cleveland, December 4, 1967).

Pub Date - 4Dec67
MF AVAILABLE IN VT-ERIC SET 38p.

SPEECHES, *LEARNING PROCESSES, SOCIAL INFLUENCES, EDUCATIONAL PHILOSOPHY, *COOPERATIVE PLANNING, INTERDISCIPLINARY APPROACH, VOCATIONAL EDUCATION, *SOCIAL PROBLEMS, *FEMALES, WORKING WOMEN, COMMUNITY COLLEGES, *CURRICULUM DEVELOPMENT, PHILOSOPHY, SOCIAL CHANGE,
North Carolina, American Vocational Association Convention,

The document includes four speeches. "Trends and Social Aspects Affecting Patterns of Learning for Girls and Women," by Sylvia Lee, focuses on the societal influences which affect the female desire to learn and succeed educationally and occupationally. A background of the process of learning was developed to examine the interest, motivation, psychological needs, and the roles of women in society with its implications for equality among the sexes. "The Interdisciplinary Approach to Curriculum Development," by Miriam Doughtry, discusses the cooperation and support of North Carolina organizations and associations in developing opportunities which range from learning job-entry skills to preparing for the challenge of a semiprofessional role through a diversity of course offerings and a statewide network of institutions. "The Interdisciplinary Approach to Curriculum Development," by Louise C. Egan, discusses the necessity for and means of achieving between individuals and groups to fulfill the role of vocational educators and to provide the best possible educational program by developing curriculums through sharing ideas and efforts. "Philosophical Foundations in a World of Change," by Sister M. Ferdinane, discusses the need to be aware of the world's big picture in developing techniques of management, and presents some current major issues to form a backdrop for deriving philosophic foundations with which to build a way of life designed to preserve the common good. (HC)

VT 005 132   ED (See August 1968 RIE)
Guidelines for the Design of an ES '70 Information Processing and Progress Monitoring System.

Rosenthal, Morris
Shelley (E.F.) and Co., New York, N.Y.
Pub Date - 9Feb68
EDRS PRICE MF-$0.25 HC-$0.48 10p.

*GUIDELINES, *INFORMATION SYSTEMS, SYSTEMS DEVELOPMENT, SYSTEMS APPROACH, FEDERAL PROGRAMS, *EDUCATIONAL PROGRAMS, PROGRAM EVALUATION, *PROGRAM DESIGN, INFORMATION PROCESSING, SCHOOL DISTRICTS, FEEDBACK, SPEECHES,
ES 70,

The collection, processing, synthesizing, and dissemination of data on the progress of all Educational System (ES) '70 programs is an essential ingredient in achieving the programs' objectives. These programs embrace 17 independent school districts in the primary network alone and are based on a unique approach of "Local-State-Federal Partnership" which requires feedback and interchange of data for monitoring, improving, and modifying program elements. A suggested information system design approach includes awareness of the program's evolving nature, the necessity for participation by operating leadership on all levels, reports and analyses at various levels, and the need to weave the overall design of the system into the ES '70 activities, programs, and organizational structures. The information system will collect, filter, and disseminate data on a number of levels, serving a multiplicity of functions. Instead of a monolithic superimposed structure, it is conceived to be structured so as to encourage consistent, flexible, and continuous collection, processing, and interchange of pertinent data for use on an interdistrict, interstate basis. An important element of this communication system would be the establishment of a data recording, processing, and distribution system that would be capable of monitoring the entire program and feeding back results which would optimize the self-correcting nature of such a system. This document is an extract from one section of the material prepared for the meeting of the ES '70 Network Superintendents (Atlanta, February 16-17, 1968). (EM)

VT 005 150
Speeches Presented at National Home Economics Education Conference (Kansas City, March 11, 1968).

Pub Date - 68
MF AVAILABLE IN VT-ERIC SET 45p.

*EDUCATIONAL LEGISLATION, FEDERAL LEGISLATION, OCCUPATIONAL HOME ECONOMICS, ADVISORY COMMITTEES, *HOME ECONOMICS EDUCATION, *PROGRAM EVALUATION, *VOCATIONAL EDUCATION, *EDUCATIONAL RESEARCH, TEACHER EDUCATION, EDUCATIONAL ADMINISTRATION, FINANCIAL SUPPORT, PROGRAM PLANNING, OCCUPATIONAL GUIDANCE, PROGRAM DEVELOPMENT, RESEARCH PROJECTS, CURRICULUM DEVELOPMENT, SPEECHES,
National Council on Vocational Education, Vocational Education Act of 1963, National Home Economics Education Conference,

The document contains two speeches. "Vocational Education--Where We Are and a Look Toward the Future," by Lela O'Toole, (1) describes the Advisory Council on Vocational Education, (2) presents highlights of the Council's first national review and evaluation of eight areas of vocational education--growth and development, people served, teacher education, research, administration, financing, supporting services, and vocational guidance, and (3) lists 26 Council recommendations and discusses their implications for home economics. "An Analysis of Pertinent Findings of Research and Developmental Projects Which Have Implications for Program Planning and Development in Home Economics Education," by Mary Lee Hurt, consists of approximately 35 references and brief summaries of selected research and development projects in the areas of curriculum development, developments in school organization, and teacher education. (FP)

CURRICULUM
SECTION

VT 000 481
The Center Project in Off-Farm Agricultural Occupations. (Ohio State Univ., Columbus. Center for Vocat. and Tech. Educ. Report of a National Seminar, "Evaluation and Program Planning in Agricultural Education," July 27-30, 1966, pp. 63-67).

Luster, George L.
Pub Date - 66
MF AVAILABLE IN VT-ERIC SET 8p.

*OFF FARM AGRICULTURAL OCCUPATIONS, *VOCATIONAL AGRICULTURE, SPEECHES, *CURRICULUM DEVELOPMENT,
Center for Vocational and Technical Education, National Seminar Evaluation and Program Planning in Agricultural Education,

There has been a decrease in the number of farms and farm workers as a result of recent advances in mechanization, crop varieties, and chemicals. This trend has effected a redirection of vocational agriculture programs to education for the off-farm agricultural occupations. Farming continues to be one of the largest national industries, and the decline in the number of farms has been principally among the substandard family farms. The Center for Vocational and Technical Education at Ohio State University stimulated research on off-farm agricultural occupational opportunity, coordinated the effort, and analyzed the results. About half of those in off-farm agricultural occupations need agricultural training. A 20 percent job increase may be expected in the next five years. The greatest needs are in sales and service, agricultural machinery, and horticulture. A staff was assembled to develop curriculums for these three areas and agricultural chemicals. A format was developed, objectives were designated, and courses were written by the staff. A national and five area conferences were held to introduce the materials. (JM)

VT 000 874 ED (See June 1968 RIE)
Mental Health and Psychiatric Nursing in Practical Nurse Education. Final Report.

Crawford, Annie Laurie
Southern Regional Education Board, Atlanta, Ga.
BR-6-2129
Pub Date - May67
EDRS PRICE MF-$0.25 HC-$2.20 53p.

*HEALTH OCCUPATIONS EDUCATION, *TEACHER WORKSHOPS, *PRACTICAL NURSING, *MENTAL HEALTH, MENTAL ILLNESS, INSTRUCTIONAL MATERIALS, TEACHER EDUCATION, PSYCHIATRIC HOSPITALS, CURRICULUM DEVELOPMENT,

A 2-week workshop, held at Western State Hospital, Staunton, Virginia, and attended by 31 practical nurse educators from 13 states, had two objectives--(1) to update the educators concerning recent developments in psychiatric nursing, and (2) to develop objectives, curriculum, materials, and procedures for teaching mental health and psychiatric nursing to practical nurse students. The National League for Nursing Achievement Test in Psychiatric Nursing was used as a pre- and post-test. Trainees participated in staff conferences, had both clinical practice with patients and group and individual instruction, attended lecture discussions, prepared instructional materials, and began planning for integrating mental health nursing concepts into the curriculum. The median percentile rank of the group on the post-test increased 30 points. At a 3-day followup conference 5 months later, faculty and trainees reviewed progress, identified problems in implementing workshop goals, and refined instructional materials. Participants recommended that administrators of mental health agencies and vocational education programs assure assistance with instruction, teacher education, and curriculums in mental health and psychiatric nursing and provide continuing information about employment opportunities. Appendixes include sample daily schedules and work sheets, instructional materials, presentations of hospital staff members, and list 8 reference and study materials, and additional recommended books and films. (JK)

VT 001 243 ED (See June 1968 RIE)
A Pilot Project in Programmed Learning to Extend the Purposes and Increase Factors of Motivation.

Lanham, Frank W. * and others
Michigan Univ., Ann Arbor, Sch. of Education
Michigan State Board of Control for Vocat. Educ., Lansing
Pub Date - Oct63
EDRS PRICE MF-$0.50 HC-$4.16 102p.

*PROGRAMED INSTRUCTION, *STUDENT MOTIVATION, *MOTIVATION TECHNIQUES, OFFICE OCCUPATIONS EDUCATION, INSTRUCTIONAL IMPROVEMENT, PILOT PROJECTS, EXPERIMENTAL GROUPS, ACHIEVEMENT TESTS, CREDIT, *BUSINESS CORRESPONDENCE, DISTRIBUTIVE EDUCATION, COOPERATIVE EDUCATION, COMPARATIVE ANALYSIS,
Detroit,

The 5-month study dealt with the application of three different programed instructional lessons given in combinations to five different groups of 41 pupils each, selected at random from the cooperative, distributive, and office occupations students at the High School of Commerce in Detroit. The study tested means of improving programed instruction by adding motivation materials to increase the desire to learn, and by utilizing techniques for learning that would transfer to similar learning situations. The technical business vocabulary needed by cooperative work-study trainees was the subject matter used. Program A consisted of two programed lessons to teach the technical vocabulary related to the commercial letter of credit. Program B was similar to A except that techniques of persuasion utilized in the field of advertising were inserted in the first lesson and incentives in the form of stories using realistic situations were inserted in the second. Program C had one lesson on how to learn technical vocabulary and a second on applying the how-to-learn technique. A 25-item multiple choice test was used for pre-, immediate post, and retention testing. Although learning did result, there were no significant difference between or within treatment groups as to the amount of learning or retention which occurred. Problems to be considered in an extended study are listed. The programed lessons on the "Commercial Letter of Credit" used in the study are included in the appendix. (PS)

VT 001 420 ED (See June 1968 RIE)
The Pre-Technology Program, A Descriptive Report.

Cogswell Polytechnical Coll., San Francisco, Calif.
Pub Date - 66
EDRS PRICE MF-$0.50 HC-$3.40 83p.

*TEAM TEACHING, CURRICULUM DEVELOPMENT, INDUSTRIAL ARTS, JOB SKILLS, ENGINEERING TECHNICIANS, TECHNICAL EDUCATION, PROGRAM DESCRIPTIONS, *CURRICULUM, *BEHAVIORAL OBJECTIVES, ENGLISH, GRADE 11, GRADE 12, SCIENCES, TECHNICAL MATHEMATICS, *PREVOCATIONAL EDUCATION,
Richmond Plan,

After demonstrated success in the Richmond, California schools, the pretechnology program was extended to 10 high schools in the San Francisco Bay Area. The major thesis of the program is that the technological revolution will require a major portion of average high school students to continue their education beyond high school. The program was designed to orient the "capable average" learner to semiprofessional programs in junior colleges or technical institutes and to the job of engineering technician at various levels. It consists of a 2-year preengineering technology sequence of four integrated and correlated courses beginning in grade 11. The courses, English, science, mathematics, and technical-laboratory, are taught by a team of teachers who utilize the natural relationships among the subjects. The program concerns itself with five responsibilities to the student--ability assessment, job information, programs of occupational interest, level of instruction, and quality of the program. The curriculum was developed by describing the engineering technician, stating the objectives in behavioral and measurable terms, analyzing general and specific skills and knowledge needed, and correlating the results into subject areas. Although cooperating schools were in close agreement regarding the facts and skills required, they differed in teaching methods. A curriculum outline for 1 year's work, a single unit, and the learning activities of a single unit, each from a different school, are given. (EM)

VT 002 464 ED (See June 1968 RIE)
A Study of Recommendations for Technical Education Curricula.

Arnold, Joseph P.
Purdue Univ., Lafayette, Ind.
Pub Date - 65
EDRS PRICE MF-$0.75 HC-$5.60 138p.

*TECHNICAL EDUCATION, *CURRICULUM RESEARCH, *CORE CURRICULUM, ADMINISTRATIVE PERSONNEL, SUBPROFESSIONALS, *EDUCATIONAL NEEDS, EMPLOYER ATTITUDES, EMPLOYEE ATTITUDES, MANUFACTURING INDUSTRY, Illinois,

The primary purpose of this study was to have management personnel and technicians identify cores of subject matter related to technician job performance and to differentiate between their judgments. Fifty-two technicians and 116 management personnel in 52 Illinois firms employing 200 or more persons participated. A 99-card curriculum deck, representing essentially all subject matter areas which could be considered of possible value as preparation for any one of the various technical occupations responded to in the study, was sorted by each respondent as related, somewhat related, or unrelated to the technician job performance. Interviews provided data on the age of respondent, educational background, job history, manufacturing classification of the employing firm, and management-technician working relationship. The general curriculum core defined by respondents included communication skills, testing and instrumentation, mathematics, and engineering graphics. Individual cores extracted from the card deck were identified for electro-mechanical, mechanical, chem-mechanical, chemical, and chemical-foods technicians. A surprising number of technician jobs seemed to be hybrids. Such hybridization has implications for programs of study which must provide subject matter consistent with occupational requirements. Although technicians and management differed in age, educational attainment, and salary, their views toward 2-year technical curricula were essentially the same. The core recommendations, representing the collective views of management and technicians, were recommended for use as guidelines in the design and refinement of post-high school technical programs. (HC)

VT 002 675   ED (See July 1968 RIE)
Criterion Problems and Curriculum Evaluation.

Leton, Donald
Pub Date -   66
EDRS PRICE MF-$0.25 HC-$1.24   29p.

*CURRICULUM EVALUATION, *VOCATIONAL EDUCATION, *CRITERIA, *EDUCATIONAL PROBLEMS, SPEECHES, CURRICULUM RESEARCH, EDUCATIONAL CHANGE,
Seminar for Research in Vocational Education,

The evaluation or devaluation of curriculums requires the validation or invalidation of theory and is not determined by philosophical dispute. As long as a curriculum is considered to be a closed informational system, internal criteria may help its sequence and establish its consistency but cannot validate it. To evaluate a closed informational system, the relevant information which prevails outside the system must be determined and tested against that which prevails inside, and items within may then be displaced or retained. The outside information represents an external criterion of the inside information. Other criterion problems suggest modifying the concept that a control group must be a naive placebo group, and reexamining statistical decisions such as what constitutes adequate evidence of the impact of the curriculum. With curriculums in various states of transition, including changing methodology, adopting new objectives, and incorporating new information, the problem becomes one of evaluating an open and dynamic system. Here, the first problem is to determine the boundaries, not by defining chronological age, but by creating some operational definition of vocational aspirations. Longitudinal studies entailing both the prediction and assessment of change, independent of each other, are necessary for such curriculum evaluation. This will produce criteria for stability and change. Responses to the paper by Ralph E. Mason and Robert M. Wasson are included. This paper was delivered at the National Seminar for Research in Vocational Education (Urbana, Illinois, May 16-20, 1966). (EM)

VT 003 252 ED 012 790
A Functional Analysis of Paramedical Occupations as a Foundation for Curriculum Development.

Decker, John P.
Arizona Health Services Education Assn., Phoenix
Pub Date - 31Aug67
EDRS PRICE MF-$1.00 HC-$9.80 243p.

*BEHAVIORAL SCIENCE RESEARCH, *CURRICULUM DEVELOPMENT, *MEDICAL LABORATORY ASSISTANTS, PARAMEDICAL OCCUPATIONS, *HEALTH OCCUPATIONS EDUCATION, JOB ANALYSIS, JOB SKILLS, EDUCATIONAL RESEARCH, PROBLEM SOLVING, LABORATORIES,

A major purpose of this project was the derivation of a procedure for analyzing the functions of a medical laboratory assistant in such a way that characteristics usually described abstractly as skill, background knowledge, etc., which can be evaluated only intuitively and subjectively, can be defined instead in concrete terms that can be dealt with rationally and objectively. The procedure used was an adaption of "evental analysis," an analytical technique developed much earlier by the principal investigator for complex problems of ecological succession. Evental analysis consists essentially of making all key statements reducible to philosophical fundamentals, that is, to statements of childlike simplicity about real objects and real events. Because experience is the distinguishing characteristic of the trained assistant as compared to the novice, evental specification of the primary component of the quality "experience" was narrowed to a list of errors and how to avoid them. For each laboratory procedure selected for study, three textbooks were searched for errors associated with the procedures, and the data were assembled as a list of problems (observations of erroneous results) with explanations and corrective actions. The final data were assembled as Appendix A of this report. Examination questions were derived from the definitive problems of Appendix A and were assembled as Appendix B. (PS)

VT 003 306 ED (See June 1968 RIE)
Status of Curriculum Development in the Field of Commercial Food at the Non-Baccalaureate Level.

Barnard, Mildred B.
Council on Hotel, Restaurant, and Inst Educ, Ithaca, N.Y.
Pub Date - 31Mar67
EDRS PRICE MF-$0.75 HC-$6.76 167p.

*FOOD SERVICE OCCUPATIONS, FOOD SERVICE INDUSTRY, *OCCUPATIONAL HOME ECONOMICS, HIGH SCHOOLS, COLLEGES, CURRICULUM DEVELOPMENT, POST SECONDARY EDUCATION, VOCATIONAL SCHOOLS, EMPLOYMENT OPPORTUNITIES, EDUCATIONAL PROGRAMS, *NATIONAL SURVEYS, SCHOOL SURVEYS,

Commercial food programs at the nonbaccalaureate level were studied to help educational and industrial leaders improve existing programs and establish new ones. Of the 37 institutions known to have such a program and all state departments of education contacted by letter, informed of the purpose of the project and asked to submit curriculum materials, 43 responded. Analysis of data showed that food classes were found within four main types of organization--vocational or technical high schools, cooperative high schools, comprehensive high schools with a vocational education approach, and comprehensive high schools with the commercial food program centered in home economics. Before six selected schools were visited, three data gathering devices were submitted to the administration, department heads and classroom teachers of each school, and the observers used another during the visit. There is still a crucial need for more programs to prepare workers for the hospitality and service industry. Some strong programs are serving their community well, and no one type of high school prepared students for the industry in a superior manner. The many levels of employment opportunities in this industry can accomodate many and varied abilities. The emphasis of the food industry has changed from training chefs to meeting the demands for technically trained persons with adaptability and versatility. There is an immediate need for teacher preservice and inservice training and funds, time and professional assistance are needed to help them develop curriculums. A national clearinghouse for information and ideas would be of service. The document contains letter and questionnaire forms, data gathering instruments, and plans, and a proposed training program from some of the schools visited. (FP)

VT 003 622
Ag Employees Use Training in Electric Motors.

Hoerner, Thomas * Benson, Robert
Pub Date - Sep67
MF AVAILABLE IN VT-ERIC SET 3p.

*VOCATIONAL AGRICULTURE, AGRICULTURAL ENGINEERING, ELECTRICAL INDUSTRY, *ELECTRIC MOTORS, *ELECTRICITY, SURVEYS, VOCATIONAL AGRICULTURE TEACHERS, UNITS OF STUDY (SUBJECT FIELDS), EQUIPMENT, TEACHER EDUCATION, TEACHING TECHNIQUES,
Pennsylvania,

A survey of teachers of agriculture in Pennsylvania indicated the importance of teaching electricity and electric motors as part of the vocational agriculture program. Some findings were--(1) 87 percent of the teachers planned to teach basic electricity, but only 53 percent included a unit on electric motors, (2) Only 67 percent of the teachers said that they had taught a unit in basic electricity while 23 percent indicated that they had taught a unit in electric motors, and (3) Many teachers noted that electricity was one area difficult to include in their college training program. After the need for teaching a unit on electricity was established, teachers took preservice college courses in agricultural engineering and inservice courses in agricultural mechanics, and were assisted in organizing course materials on electric motors. It was recommended that one electric motor be available for each three students in the class, a variety of types, sizes, and motor characteristics be represented, and motors be stored in individual storage boxes. Three basic teacher-student laboratory exercises of the unit were using the motor brake, analyzing the electric motor, and disassembling and assembling an electric motor. Lists of equipment with detailed specifications are included. This document appeared in "The Agricultural Education Magazine," volume 40, number 3, September 1967. (WB)

VT 003 944
Instruction Areas in Agriculture.

Stevens, Glenn Z.
Pub Date - Nov66
MF AVAILABLE IN VT-ERIC SET 3p.

*VOCATIONAL AGRICULTURE, *INSTRUCTIONAL PROGRAMS, *FARM OCCUPATIONS, *OFF FARM AGRICULTURAL OCCUPATIONS,

The purpose of the article is to encourage teachers, supervisors, administrators, and interested citizens to discuss the classification of agricultural instruction areas offered in the public schools and to suggest changes before a comprehensive list is published by the U.S. Office of Education in 1967. Intended as a guide and not a curriculum, the list will require adjustments to meet regional needs. Instructional areas are (1) agricultural production, (2) agricultural supplies, (3) agricultural mechanics (sales and service), (4) agricultural products (processing and marketing), (5) ornamental horticulture, (6) forestry, (7) agricultural resources, and (8) other agriculture. Comprehensive lists of occupational titles in all classification areas are given in "Occupational Guidance for Off-Farm Agriculture" available at The Center for Vocational and Technical Education, The Ohio State University, 980 Kinnear Road, Columbus, Ohio 43212. This document appeared in "The Agricultural Education Program", volume 39, number 5, November 1966. (WB)

VT 004 005 ED 015 302
A Comparative Analysis of Electronic Content in Public Post-High School Technical Institutes and Electronics Technology Requirements of Industry. Summary.

Vasek, Richard J.
Mississippi State Univ., State College.
BR-6-8590
Pub Date - Jun67
EDRS PRICE MF-$0.50 HC-$3.72 91p.

*ELECTRONICS, *TECHNICAL EDUCATION, TRADE AND INDUSTRIAL EDUCATION, ELECTRONIC TECHNICIANS, *EDUCATIONAL NEEDS, SCHOOL INDUSTRY RELATIONSHIP, COURSE CONTENT, *CURRICULUM RESEARCH, CURRICULUM EVALUATION, EMPLOYER ATTITUDES, TEACHER ATTITUDES, CURRICULUM PLANNING, UNITS OF STUDY (SUBJECT FIELDS),

The purpose of this study was to ascertain the extent to which post-high school technical education programs, through electronics content offering, were meeting industry's needs in electronics technology. A checklist of 435 instructional units or items, prepared from an analysis of 31 electronics books and 13 manuals used by electronics teachers, was sent to 63 electronics teachers who were asked if they taught the various content units in depth, discussed them briefly, or did not teach them. It was also sent to 223 industrial firms and governmental agencies to indicate if they believed the various instructional items to be required, preferred, or unnecessary knowledge for the technicians they employed. An analysis of the data revealed that electronics instructors placed significantly more emphasis on basic electronics content than industrial personnel indicated was necessary. Specifically, 89 instructional units were industrially required and taught in depth, and 108 units were designated as industrially preferred and discussed briefly. There were no major differences between industrial and educational emphasis in these areas. However, 227 instructional units were industrially preferred but taught in depth, and an additional 11 units were industrially unnecessary but discussed briefly. There were significant differences between industrial and educational emphasis in these areas. These findings should provide a sound basis for adjustments in the electronic curriculum and result in updated programs attuned to industrial needs. (HC)

VT 004 168   ED (See July 1968 RIE)
Development and Evaluation of Educational Programs in Bio-Medical Equipment Technology, Phase I. Final Report.

Technical Education Research Ctr., Cambridge, Mass.
BR-5-0175
Pub Date -   Jul67
EDRS PRICE MF-$0.75 HC-$6.48   160p.

*HEALTH OCCUPATIONS EDUCATION, TECHNICAL EDUCATION, PROGRAM DEVELOPMENT, *BIOMEDICAL EQUIPMENT TECHNICIANS, *OCCUPATIONAL SURVEYS, EMPLOYMENT PROJECTIONS, EMPLOYMENT OPPORTUNITIES, *CURRICULUM DEVELOPMENT, OCCUPATIONAL INFORMATION, EDUCATIONAL NEEDS, QUESTIONNAIRES,

Officials of a representative sample of hospitals, biomedical equipment manufacturers, and medical research institutes in New England and three Middle Atlantic States were interviewed to determine the need for technicians to service and maintain equipment found in hospitals and biomedical research institutions. Responses indicated a need for between 1,350 and 1,450 technicians on current staffs and between 3,200 and 3,700 by 1970. Four types of technicians were identified according to functions and capabilities--(1) service and maintenance only, (2) operation, instruction in use, and installation, (3) design, modification, and adaptation, and (4) sales-oriented functions. On the basis of the interview data and discussions at a curriculum conference, the general structure and preliminary outline of a 2-year curriculum were developed to form a tentative foundation for detailed development, pilot testing, and evaluation. The curriculum was essentially an electronics technician curriculum with a strong emphasis on medical instrumentation. It contained a unique component on biomedical equipment techniques, as well as English, physics, and mathematics. Recommendations were--(1) to establish a minimum of 50 programs in geographically dispersed educational institutions to meet the demand for 2,000 technicians per year, (2) to undertake major curriculum development rather than to combine existing courses, and (3) to continue intensive research to develop an associate degree type of curriculum adaptable to numerous post-secondary institutions. (JK)

VT 004 197   ED (See July 1968 RIE)
Uses of Symmetry in Design Education. Final Report.

Huff, William S.
Carnegie Inst. of Tech., Pittsburgh, Pa.
BR-6-0242
Pub Date - Mar67
EDRS PRICE MF-$0.25 HC-$0.84 19p.

*MATHEMATICAL CONCEPTS, *DESIGN, STRUCTURAL ANALYSIS, VISUAL DISCRIMINATION, ILLUSTRATIONS, *SYMMETRY, CONCEPTUAL SCHEMES,

A theory of structure is essential to an objective organization of basic pedagogies in design. The purpose of this study was to assess the structural theory of mathematician K.L. Wolf and to translate this theory into a visual product that could be used by beginning design students. Wolf describes 6 isomorphic coverage operations and 7 homoeomorphic coverage operations. Translation (T), rotation (R), and mirror-reflections (M) are the three prime isomorphic operations, and coupled, the three combine into three more isomorphic operations, (T + M), (T + R), and (M + R). Dilation (D) is the basic homoeometric operation which in turn is combined with the six isomorphs to complete the list of 13 coverage operations. It was possible to justify all 13 operations on visual terms and to find extant natural or man-made examples of 12 of these. The 13th is so complex that it can be represented in drawing but may not exist in any known object. Further, a theory of domains which are ruled by elements was developed. In any isomorphic or homoeomorphic structure, each domain is of the same or similar shape, and a totality of them completely fills space, planar or three-dimensional. A primer for first-year design students which translates the rather abstract mathematical concept into vivid visual images has been developed from this material. (HC)

VT 005 071
Speeches Presented at Annual Vocational Convention, American Vocational Association, Automotive Service Meeting (61st, Cleveland, December 7, 1967).

Pub Date - 7Dec67
MF AVAILABLE IN VT-ERIC SET 43p.

SPEECHES, *AIR POLLUTION CONTROL, *MOTOR VEHICLES, ENGINES, EQUIPMENT STANDARDS, FUELS, TECHNOLOGICAL ADVANCEMENT, American Vocational Association Convention,

The document contains two speeches. The first, a statement by Fred W. Bowditch, chairman of the Vehicle Combustion Products Committee, Automobile Manufacturers Association, Inc., explains the complexity of automotive emissions and their relationship to ambient air pollution problems. The four sources of emissions from the automobile are the crankcase, exhaust, carburetor, and fuel tank. The exhaust emissions account for approximately 60 percent of the automotive hydrocarbons and essentially all of the carbon monoxide. Hydrocarbon control from the automobile, or the combination of crankcase and exhaust control, provides an overall reduction of hydrocarbon emissions of about 63 percent. The automobile industry has developed and is developing control systems to modify engines so that a significant reduction in air pollution can be achieved. The industry is also continuing to examine all potential sources of power that might prove practical for motor vehicle application while curtailing or eliminating undesirable or harmful emissions. The second, "The

Challenge of Automotive Air Pollution Control for the Engineer," by Max M. Roensch describes technical activities required to reduce automobile emissions. The first step in the reduction of the hydrocarbon emissions came in 1961 when positive crankcase ventilating systems were introduced in California. The reduction of carbon monoxide emissions has been going on for the past 40 years due to constant refinements in both engines and carburetors. The design of emission control systems and the measurement of emissions require very sophisticated instrumentation and equipment and also an understanding of all the engine design factors affecting emissions. Both speeches provide charts and illustrations of carbon monoxide and hydrocarbon emissions and their control. (HC)

VT 005 133   ED (See August 1968 RIE)
Designing an Organic Curriculum.

Morgan, Robert M. * Bushnell, David S.
Pub Date - Nov66
EDRS PRICE MF-$0.25 HC-$0.56 12p.

*INTEGRATED CURRICULUM, *EDUCATIONAL CHANGE, *CURRICULUM DESIGN, RESEARCH NEEDS, CURRICULUM RESEARCH, INTEGRATED ACTIVITIES, INSTRUCTIONAL TECHNOLOGY, EDUCATIONAL OBJECTIVES, INDIVIDUAL NEEDS, CURRICULUM DEVELOPMENT, *EDUCATIONAL INNOVATION, *HIGH SCHOOL CURRICULUM,
Organic Curriculum,

The problems and shortcomings associated with our present-day program of education indicate a need for radically modifying the system in order to design an educational program which will be responsive to the present-day needs of students. The desired program should permit the maximum self-actualization of each individual and allow him to decide which option to choose after high school graduation, not before. The first step in building such a student-centered, organic curriculum would be to determine specific and measurable behavioral attainments needed for entry into a variety of post-high school activities and to describe learning experiences which would lead to the desired behavioral outcomes. The program would include academic and occupational training, personal development, real work experience, personal and vocational counseling, and social and recreational activities. The integration and interaction of these components would be a result of careful systems design. The curriculum would be learner-oriented, and each activity would relate logically to all other activities and lead to the efficient attainment of behavioral goals. An organic curriculum would necessarily have to be interesting, challenging, and motivating to each student. It would utilize appropriate self-posed and self-instructional technology and maximally accommodate individual differences in learning rate. It should be designed so each student will succeed, and yet it should be rigorous in level and content. Research and development efforts in curriculum have been small and fragmented to date, and a massive research effort will be required to develop and validate an organic curriculum. (BS)

VT 005 134 ED (See August 1968 RIE)
An Education System for the 70's.

Bushnell, David S.
Pub Date - 67
EDRS PRICE MF-$0.25 HC-$0.96 22p.

*HIGH SCHOOL CURRICULUM, *CURRICULUM DEVELOPMENT, CURRICULUM PLANNING, *SYSTEMS DEVELOPMENT, *EDUCATIONAL OBJECTIVES, INDIVIDUAL NEEDS, BEHAVIORAL OBJECTIVES, *INTEGRATED CURRICULUM, SPEECHES, Organic Curriculum, Aerospace Education Foundation Conference,

Although the United States' educational system has many achievements, it has many inadequacies. There is a need for a clearer definition of goals and an overhaul of the educational process. Although a lack of well-defined objectives and inadequate measuring procedures have prevented its effective use, the systems analysis methodology used by business can be applied to the problems of education. A proposed system, the "Organic Curriculum," will make possible the achievement of the objectives of preparing students with entry-level job skills, basic learning skills, cross-training in a cluster of occupations, training for the roles of citizens and adults, and personal development skills such as communication, inquiry, and problem solving. A student who graduates from high school should have the necessary qualifications for maximum flexibility in post-high school options. The integration and interaction of vital components which will result from a systems design will insure the most efficient and effective learning for the individual student through individually prescribed programs leading logically to achievement of adult behavioral goals. Steps for implementing the systematic approach include stating the program output specifications in terms of behavioral objectives, synthesizing the objectives among the various disciplines, developing appropriate materials and measurement instruments, and selecting media. Seventeen school districts have been selected to prepare for the new "Organic Curriculum" while the behavioral objectives are being developed. The plan calls for an investment of $30,000,000 over the next 5 years. In summary, this educational program incorporates the idea of a continuous program curriculum with instructional techniques that emphasize active development, positive achievement, and self-direction of students. This speech was delivered at the Aerospace Education Foundation Conference (Washington, D.C., September 12, 1967). (MM)

EMPLOYMENT
AND OCCUPATIONS
SECTION

VT 000 958 ED 014 542
Health Careers Guidebook.

Franklin, Zelpha C.
Employment Service, Washington, D.C.
Pub Date - 65
DOCUMENT NOT AVAILABLE FROM EDRS 261p.

*HEALTH OCCUPATIONS, *OCCUPATIONAL INFORMATION, *OCCUPATIONAL CLUSTERS, ORGANIZATIONS (GROUPS), EMPLOYMENT QUALIFICATIONS, EMPLOYMENT OPPORTUNITIES, SALARIES, EDUCATIONAL BACKGROUND,

Facts about personal qualifications, education and training, salaries and prospects in over 200 jobs in the health field are given. Some occupations provide for the ill and injured, and some help to prevent illness. Work is performed in hospitals, rest homes, laboratories, schools, homes, and in public agencies. For some health occupations, relatively little special training is required. For others, education is a matter of a year or two after high school, or even longer. A chart shows the kind and length of training required for 102 representative health occupations. The purpose of the guidebook is to provide information about the areas in health occupations so that a student can make an intelligent career choice. A referral list identifies organizations which can supply information on particular health occupations or on related questions concerning college and career planning. This document is available as L7.25/3--H34 for $1.50 from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. (PS)

VT 000 962 ED 015 246
The Recruitment and Training of Automobile Mechanics.

Lesh, Seymour
National Committee on Empl. of Youth, New York, N.Y.
Office of Juv. Delinq. and Youth Develop., Wash., D.C.
JD-2003-1965
Pub Date - 65
DOCUMENT NOT AVAILABLE FROM EDRS 27p.

*AUTO MECHANICS (OCCUPATION), EMPLOYMENT PRACTICES, EMPLOYMENT PROBLEMS, OCCUPATIONAL CHOICE, *OCCUPATIONAL INFORMATION, *RECRUITMENT, JOB TRAINING, TRADE AND INDUSTRIAL EDUCATION, *EDUCATIONAL PROGRAMS,

A survey of 20 employers, association representatives, and union leaders indicated that difficulties in recruiting capable youth for the automobile mechanics trade are caused by (1) a chaotic structure, including unclear definition of function, variety of places of employment, and size of the employing units, (2) the complexities of training and standard setting in the rapid but unplanned growth of the occupation, and (3) the variation in response of employers to alleged shortages of competent and skilled workers. Training programs sponsored by the Armed Forces, government, and vocational schools are asked by industry to provide broad background and by local businessmen to provide specialized training. Programs probably need to be revised to prepare two levels of workers, the auto technician and the auto mechanic. Jobs need to be restructured so that the highly qualified can diagnose and the lower skilled can do manipulative tasks. The movement toward specialization in repair and standardization of training probably is an attempt to upgrade the whole field and lead to some form of certification of skill. Licensing has many disadvantages, however, and could possibly discourage instead of encourage prospective trainees. Capable youth will be attracted to the field if the industry provides such conditions as job security, a fair assignment of work, a logical system of promotion, a fair wage policy, adequate space and tools, a clean shop, and long range planning. This document is available as FS14.2--AU8 for 15 cents from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C., 20402. (HC)

VT 001 761   ED 010 660
A Survey Instrument for Identifying Clusters of Knowledge and Competencies Associated with Performance of Food Service Work. (Project no. ERD-257-65, Report no. 9).

Rahmlow, Harold F. * and others
Washington State Univ., Pullman. Dept. of Education.
Washington State Board for Vocat. Educ., Olympia.
Pub Date - Dec66
EDRS PRICE MF-$0.25 HC-$0.80 18p.

*FOOD SERVICE OCCUPATIONS, JOB SKILLS, QUESTIONNAIRES, SURVEYS, *JOB ANALYSIS, TASK PERFORMANCE, *EDUCATIONAL NEEDS, Knowledge Clusters,

In order to determine the major types of tasks performed in occupations most likely to provide employment for youth, several occupational areas were selected for study. Food service was one of the areas selcted in home economics. The hypotheses were that the major tasks performed by food service workers require clusters of similar knowledge and competencies, and that some types of work require specialized knowledges. It was proposed that identification of these knowledges and competencies would provide a base for developing useful instructional programs. A team of home economists, managers of commercial and institutional food service establishments, and food service employees conceptualized and field tested a survey instrument to obtain up-to-date facts about major types and combinations of tasks performed by food service workers. The instrument will be used to obtain data that will (1) provide up-to-date facts about combinations of work done by various categories of food service workers, (2) provide a base for identifying clusters of knowledges and competencies essential for effective performance of tasks constituting work patterns, and (3) ascertain the degrees to which such knowledges and competencies are congruent with those essential for work in other nonprofessional occupations. (MS)

VT 001 854   ED (See June 1968 RIE)
Long-Term Manpower Projections, Proceedings of a Conference Conducted by the Research Program On Unemployment and the American Economy (Washington, D.C., June 25-26, 1964).

Gordon, R. A.
California Univ., Berkeley. Inst. of Industrial Relations
Pub Date - 65
EDRS PRICE MF-$0.50 HC-$2.68 65p.

*EMPLOYMENT PROJECTIONS, *EMPLOYMENT TRENDS, EMPLOYMENT PATTERNS, *EMPLOYMENT STATISTICS, CONFERENCES, LABOR FORCE, TECHNOLOGICAL ADVANCEMENT, OCCUPATIONAL CLUSTERS, MODELS, INDUSTRY, Bureau of Labor Statistics, Interagency Growth Project, Yale MIT Growth Project,

Forty-one representatives from educational institutions, the national government, and the National Science Foundation met in a 2-day conference to discuss manpower projections. General areas considered were (1) methods now being used within the federal government to make manpower projections, (2) groups outside the government concerned with making manpower projections, (3) plans for future work in this field, and (4) the particular needs of the users of these projections. Personnel from the Bureau of Labor Statistics (BLS) made the following reports--(1) "Introductory Statement on the BLS Program" by Harold Goldstein, (2) "Notes on Labor Force Projections" by Sophia Cooper, (3) "Industry Employment Projections" by Sol Swerdloff, (4) BLS Technological Outlook Studies" by Edgar Weinberg, (5) "Employment Projections by Occupation" by Jack Alterman, (6) "Plans for the Yale-M.I.T. Growth Project" by James Tobin, (7) "Employment Projections by Occupation" by Cora E. Taylor, (8) "Estimates of Employment by Occupation for Future Periods, Data Sources, and Model Development" by Harry Greenspan. Summaries of the discussion following some of the speeches are included. Suggested areas for further research included nonmanufacturing occupations, educational policy, and the skills required and the number of people needing training for each occupation. A list of participants with their professional affiliation is included. (MM)

VT 001 857 ED (See June 1968 RIE)
Demand for Engineers and Technicians, 1966.

Alden, John D.
Engineers Joint Council, New York, N.Y. Eng Manpower Comm
Pub Date - Nov66
EDRS PRICE MF-$0.50 HC-$3.80 93p.

NATIONAL SURVEYS, OCCUPATIONAL SURVEYS, *ENGINEERS, *SCIENTISTS, *SUBPROFESSIONALS, *EMPLOYMENT TRENDS, STUDENT ENROLLMENT, QUESTIONNAIRES, EMPLOYMENT PROJECTIONS, EMPLOYMENT OPPORTUNITIES, EMPLOYMENT STATISTICS, EMPLOYMENT QUALIFICATIONS, RECRUITMENT, *LABOR MARKET,

A questionnaire survey was made of manpower demand of organizations employing more than 183,000 engineers, 74,000 technicians, and 40,000 physical scientists. The sample represented approximately 26 percent of the estimated 700,000 professional engineers employed in the United States. Qualitative responses were weighed according to the number of employees involved. Growth in engineering employment in 1964-66 was about 7 percent per year while technician employment growth ranged from 4.5 percent in government to 19.2 percent in industry. Projections for 1976 engineering employment indicate an increase ranging from 6 percent in federal government to 66 percent in education and a decrease of 8 and 12 percent respectively in utilities and local government. Projections for technician employment indicate an increase ranging from 12 percent in utilities to 45 percent in metals and 133 percent in transportation services. The supply of engineers will remain inadequate to meet the potential demand. Of the projected 45,800 first degrees, 24,900 Master's degrees, and 5,500 doctor's degrees to be granted in engineering in 1973, only 32,500 bachelor, 10,000 master, and 3,400 doctor degree graduates will be available for employment. Although present projections indicate that technician supply will be adequate to meet demand, variability in definition of technical categories and lack of standardization in job descriptions could change the situation. This document is available for $4.00 from Engineers Joint Council, Department P, 345 East 47th Street, New York, New York 10017. (EM)

VT 001 919   ED (See July 1968 RIE)
Educational Needs of Animal Science Technicians, A Digest of a Ph.D. Dissertation. Research Series in Agricultural Education.

Baker, James K. * Woodin, Ralph J.
Ohio State Univ., Columbus. Dept. of Agr. Education
Pub Date -   Nov66
EDRS PRICE MF-$0.25 HC-$2.36   57p.

TECHNICAL EDUCATION, *ANIMAL SCIENCE, CURRICULUM, *EDUCATIONAL NEEDS, *EMPLOYMENT OPPORTUNITIES, OCCUPATIONAL CLUSTERS, *AGRICULTURAL TECHNICIANS, EMPLOYMENT QUALIFICATIONS, OCCUPATIONAL SURVEYS, PROGRAM DEVELOPMENT,
Ohio,

A study was undertaken to (1) determine the need for technicians, (2) determine required competencies, (3) determine job characteristics, (4) identify occupational clusters, and (5) develop curriculums. Personal interviews, mailed questionnaires, and followup letters yielded data from 288 of the 914 employers contacted. Of 13,958 employees of the Ohio animal science industry firms, 1,145 or 8.2 percent were at the technician level, while 73 percent were skilled, semi-skilled, or unskilled. The greatest number, 68 percent, of all workers were in some aspect of processing. Of 1,119 full-time and 199 part-time placement opportunities for 1964, 15 percent were at the technician level. Entry level monthly salaries for technicians averaged $431. Employers preferred beginning technicians near age 27 with post-high school education, farm experience, and farm production training. Employed technicians averaged 41 years of age and had 15 years of experience and no post-high school education. Of two divergent occupational clusters identified, one needed technicians with competencies in animal science and related agriculture, and the other technicians with competencies in laboratory procedures, basic chemistry, and bacteriology. A summary of rankings by employers and technicians indicated that in a 2-year technical education program, the percentage of time allocated to selected areas should be (1) general education, 25 percent, (2) animal science, 27 percent, (3) occupational experience, 18 percent, (4) business education, 16 percent, and (5) supporting agriculture, 14 percent. All employees needed competencies in communication, mathematics, and human relations, and those working directly with farmers needed greater depth in specialities such as animal diseases and parasites, marketing, and breeding and selection. The complete dissertation, "Determining Employment Opportunities and Educational Needs for Animal Science Technicians in Ohio," by James K. Baker, is available as 66-6226 for $6.45 on microfilm and for $22.75 as xeroxed copy from University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106. (JM)

VT 002 150
Employment Trends in Various Idaho Industries, 1950-1964.

Loudermilk, Kenneth M.
Idaho Occupational Research Unit, Moscow

Pub Date - May66
MF AVAILABLE IN VT-ERIC SET 18p.

*EMPLOYMENT TRENDS, *LABOR FORCE,
Idaho,

The Idaho Departments of Employment and Commerce and Development provided civilian work force data for this study to highlight trends of employment in Idaho industries over the period 1950-64 and to stimulate further research. The State Occupational Research Unit analyzed the data. Findings were--(1) Notable decreases in employment occurred in the areas of agriculture, primary metals, mining, interstate railroads, and communications, (2) Employment held fairly level in the areas of nonagricultural occupations, self-employed and domestics, lumber and wood products, construction, transportation, and electric, gas, and sanitary services, (3) Employment increased from 20 percent to 50 percent in the areas of printing, motor freight, wholesale trade, retail trade, and government, and (4) Employment increased 50 percent or more in the areas of clay and glass products, electronics switch manufacturing, mobile home construction, potato processing paper products, phosphates, air transportation, finance, insurance and real estate, and service. Generalizations for possible use in student guidance and training and for research priorities are listed. (MM)

VT 002 152 ED 012 786
A Study of the Lumber Industry in Idaho, Part III.

Loudermilk, Kenneth M.
Idaho Occupational Research Unit, Moscow
Pub Date - Aug66
EDRS PRICE MF-$0.25 HC-$1.96 47p.

*LUMBER INDUSTRY, *OCCUPATIONAL SURVEYS, OCCUPATIONS, *EDUCATIONAL NEEDS, QUESTIONNAIRES, *EMPLOYMENT PRACTICES, EMPLOYMENT OPPORTUNITIES, EDUCATIONAL BACKGROUND, EMPLOYMENT TRENDS, EMPLOYEES, ACADEMIC ACHIEVEMENT, EMPLOYMENT STATISTICS, VOCATIONAL EDUCATION,
Idaho,

Data collected from 27 lumber mills through 131 supervisor interviews and 1,192 employee questionnaires identified 188 job titles for 3,871 employees. Employment expansion was planned by 36 firms and a decrease was expected by 20 firms. Most firms made employment projections on an annual basis reflecting their annual budget practices. Technological changes were expected in materials handling, process automation, and machine systems. Promotion in the field was based on seniority and ability. Employees ages ranged from 18 to 68 with the median between 33 and 34 years. Eighty-four percent of the employees had lived in their respective communities at least five years. Only three percent had less than eight years of education and 57 percent had completed 12 or more years. Courses which were checked by more than half the supervisors as being useful were--(1) basic arithmetic, (2) welding, (3) hand tool usage, and (4) first aid and safety. Basic arithmetic was the course most often listed by the employees as being useful. Welding was the course listed as most desired by employees. Questionnaires, job title lists, and numbers of employees are given. (EM)

VT 002 153 ED 012 326
A Study of the Lumber Industry in Idaho, Part I.

Loudermilk, Kenneth M.
Idaho Occupational Research Unit, Moscow
Pub Date - 16Feb66
EDRS PRICE MF-$0.25 HC-$0.92 21p.

*LUMBER INDUSTRY, *EMPLOYMENT TRENDS, SOCIOECONOMIC INFLUENCES, *INDUSTRIAL STRUCTURE, *ECONOMIC FACTORS,
Idaho,

A review of literature treating national, state, and regional information relating to "harvesting," "primary manufacturing," and employment in the lumber industry revealed there have been few studies of employees and the kinds of jobs they perform. The total contribution of the timber-based industry was about 25 billion dollars annually in the late 1950's and early 1960's. From 1955-65, national production of pulpwood increased 33 percent, and production of veneer logs increased 77 percent. Saw log production fluctuated, but no trend developed. Idaho represented about 6 percent of the Western United States timber production. In 1964, employment in lumbering accounted for 4.5-5 percent of the state's labor force and 20-30 percent in some counties. Lumbering employment was 12,136 in 1950, 14,694 in 1956, and 12,879 in 1964. This represented a percentage decline from 5.3 in 1950 to 5.1 in 1964 when compared with the total labor force. An 8 percent decrease in employment was projected for the period 1962-85. (EM)

VT 002 154 ED 012 327
A Study of the Lumber Industry in Idaho. Part II.

Loudermilk, Kenneth M.
Idaho Occupational Research Unit, Moscow
Pub Date - May66
EDRS PRICE MF-$0.25 HC-$1.36 32p.

*LUMBER INDUSTRY, *EMPLOYEES, OCCUPATIONAL CHOICE, PERSONNEL EVALUATION, *INDIVIDUAL CHARACTERISTICS, WORK ATTITUDES, PHYSICAL ENVIRONMENT, SALARIES, FRINGE BENEFITS, EMPLOYMENT, PSYCHOLOGICAL TESTS, *EMPLOYMENT QUALIFICATIONS, ACCIDENTS, LABOR UNIONS, LITERATURE REVIEWS, BIBLIOGRAPHIES, *RESEARCH,
Idaho,

A more formal study of the lumber industry (see VT 002 152 and VT 002 153) resulted in impressions of the workers and working conditions. There are two general types of employees--(1) those viewing lumbering as stopgap employment which serves as a source of wages for educational purposes or as an interim job while better employment is sought, and (2) the employee committed to this type of work because of social, economic, educational, or success reasons. There is a wide range of prestige and salary. The literature from the United States, Canada, Germany, Spain, and England on worker aptitudes, abilities, and related characteristics in the lumber and paper industry was reviewed and synthesized. Tests of arithmetic, spatial relations, intelligence, mechanical principles, form perception, psychomotor tests of manual and finger dexterity, and eye-hand coordination have related significantly to criteria of work success. Studies by the author showed high correlation with work efficiency ratings for three of nine personal data items--education, interviewer's rating, and marital status. Of 13 physical fitness, aptitude, and personality measures, only the Sargent Jump, General Learning Ability, Verbal Aptitude, Numerical Aptitude, Spatial Aptitude, and Motor Coordination correlated significantly (.05 level) with work efficiency ratings. (EM)

[illegible]T 002 207
Employment Opportunities Survey for the Horticulture, Floriculture, and Nursery Industries.

Crebo, Barbara, ed.
Montana Occupational Res. Coordinating Unit, Helena
Pub Date - 01Aug66
MF AVAILABLE IN VT-ERIC SET 30p.

*VOCATIONAL AGRICULTURE, *ORNAMENTAL HORTICULTURE OCCUPATIONS, *EDUCATIONAL NEEDS, *EMPLOYMENT OPPORTUNITIES, OCCUPATIONAL SURVEYS, AGE, OCCUPATIONAL INFORMATION, RESIDENCE REQUIREMENTS, QUESTIONNAIRES,

In order to provide school personnel with information on the job opportunities in the horticulture, floriculture, and nursery industries, the Montana Research Coordinating Unit and the Agricultural Education Service developed a questionnaire to collect data from 94 firms. A 51 percent usable return was obtained. Of 19 main functions of the firms, florist sales, greenhouse production, spraying, and garden center sales were the most important sources of firm income. The firms had been in business from 2 to 73 years with a mean of 22 years. There were 506 full-time and 219 part-time employees in 11 job titles. The firms identified 11 additional titles for future employees. Employers did not specify rigid job entry requirements relative to age, farm background, or education. The findings indicated a need to train a limited number of persons for entry positions in the industry. This training should be the cooperative endeavor of vocational agriculture, natural science, distributive education, and home economics. (JM)

VT 002 325 ED (See June 1968 RIE)
Occupational Trends in Idaho Hospitals and Licensed Nursing Homes.

Beeman, Addison C.
Idaho State Dept. of Employment, Boise
Pub Date - Apr67
EDRS PRICE MF-$0.50 HC-$3.16 77p.

*HEALTH OCCUPATIONS, *OCCUPATIONAL SURVEYS, EMPLOYMENT STATISTICS, *EMPLOYMENT TRENDS, EMPLOYMENT PROJECTIONS, *HOSPITALS, *NURSING HOMES, EDUCATIONAL NEEDS, EMPLOYMENT OPPORTUNITIES, OCCUPATIONAL INFORMATION, HEALTH OCCUPATIONS EDUCATION,
Idaho,

The purpose of this study was to obtain information on the current labor force in hospitals and nursing homes and future manpower needs which would be helpful to planners of vocational educational programs, employers, workers, and youth entering the labor market. Administrators or personnel officers of 14 hospitals and 13 nursing homes, representative of size and area, completed a 2-part interview-survey covering current and projected employment and job market information about selected occupations. Representatives of the Department of Employment and Vocational Education, and hospital and nursing home associations selected occupations generally on the basis of potential suitability for vocational training although some of professional level were included. Some conclusions were--(1) Growth in total wage and salary employment in medical and health services is expected to continue for the next 5 years, (2) The highest number of additional jobs will be in hospitals, but the largest proportional increase will be in nursing homes, (3) In particular demand will be registered nurses, medical technologists, dieticians, medical records librarians, orderlies, medical stenographers, and maintenance men, (4) Some emerging occupations are inhalation therapist, surgical technician, medical records technician, ward clerk, insurance clerk, food service supervisor, and electrocardiogram technician, (5) Physical and occupational therapy should increase in importance in nursing homes, and (6) There is a particular need to train nurse aides for nursing homes. (JK)

VT 002 348   ED 015 252
Career Guide for Demand Occupations.

Welch, John L. * Lee, E.R.
Employment Service, Washington, D.C.
Pub Date -   65
DOCUMENT NOT AVAILABLE FROM EDRS   47p.

OCCUPATIONS, *EMPLOYMENT QUALIFICATIONS, *EDUCATIONAL NEEDS, *OCCUPATIONAL INFORMATION,

This publication updates the "Career Guide for Demand Occupations" published in 1959 and provides counselors with information about occupations in demand in many areas which require preemployment training. It presents, in column form, the education and other training usually required by employers, high school subjects of particular pertinence to the occupation, special characteristics inherent in the job, and selected reference materials. Space is provided for adding local training and employment opportunities. The occupations, arranged by Part IV of the Dictionary of Occupational Titles classification structure, are translator, librarian, teacher, occupational therapist, economist, clinical psychologist, social and welfare workers, patrolman, mathematician, dental hygienist, dentist, registered nurse, physical therapist, physician, veterinarian, X-ray technician, agronomist, bacteriologist, chemist, dietitian, entomologist, medical technologists, parasitologists, pharmacist, pharmacologist, soil scientist, metallurgist, physicist, accountant, statistician, meteorologist, professional engineer, production planner, city planner, programer, systems analyst, systems engineer, draftsman, general office clerk, clerk-typist, typist, secretary, stenographer, insurance salesman, central-office operator, airplane hostess, ward attendant, machinist, tool-and-die maker, engine-lathe operator, turret-lathe operator, milling-machine operator, millwright, airplane mechanic, automobile mechanic, electrician, electrical repairman, electronics mechanic, pipe fitter, plumber, carpenter, bricklayer, welder, instrument repairman, sheet-metal worker, dental technician, tailor, baker, and automobile-body repairman. An alphabetical index is included. This document is available as L7.25/3--C18/965 for 30 cents from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. (EM)

VT 002 577 ED 015 254
Manpower Report of the President and a Report on Manpower Requirements, Resources, Utilization and Training.

Department of Labor, Washington, D.C.
Pub Date - Apr67
DOCUMENT NOT AVAILABLE FROM EDRS 299p.

*MANPOWER DEVELOPMENT, *MANPOWER UTILIZATION, VOCATIONAL EDUCATION, APPRENTICESHIPS, ECONOMIC DISADVANTAGEMENT, *ANNUAL REPORTS, LABOR MARKET, *UNEMPLOYMENT, VOCATIONAL RETRAINING, EMPLOYMENT TRENDS, EMPLOYMENT OPPORTUNITIES, EMPLOYMENT, *FEDERAL PROGRAMS, EMPLOYMENT PROBLEMS, CENSUS FIGURES, GEOGRAPHIC REGIONS, URBAN POPULATION, RURAL POPULATION, EDUCATIONAL NEEDS, PROFESSIONAL PERSONNEL, LABOR FORCE, INDIVIDUAL CHARACTERISTICS,
MDTA Programs,

The year's progress, problems of unemployment, and steps for overcoming these problems are covered in this Presidential report. Major divisions are Review of Manpower Developments in 1966, Unused Manpower, and Occupational Shortages and Training Needs. During 1966 the Nation's unemployment rate dropped below 4 percent, a 13-year low. The total production of goods and services increased more than $58 billion over 1965. The after-tax, after-price-increases salaries of families increased 3.5 percent. But in this era of prosperity, the problems of unemployment were major, not only in the amount, but also in the kind. Roughly 2 million potential workers can be helped. These are--(1) dropouts, (2) older workers, (3) Negroes, Mexican Americans, and Puerto Ricans, and (4) the illiterate, the handicapped, and the migrants. To assist these unemployed, manpower policy must bridge the gap between education and work by building broader concepts of apprenticeship and work experience. It must concentrate efforts in continually depressed areas such as city slums where unemployment is three times the national average. Private industry and military service job traiing must be promoted and assisted. The Federal-State Employment must be strengthened and effective measures instituted for maintaining the income of the worker and his family when working patterns change. Generally, the directions of future action should be developing jobs and abilities, matching people and jobs, and providing information for and about the labor force. The statistical appendix provides tabular data on many facets of the labor force. This document is available as 11.42/2.967 for $1.50 from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. (EM)

VT 002 745 ED 015 257
Technology and Manpower in the Telephone Industry, 1965-75.

Manpower Administration, Washington, D.C.
Pub Date - Nov66
EDRS PRICE MF-$0.50 HC-$2.60 63p.

*TELEPHONE COMMUNICATIONS INDUSTRY, *EMPLOYMENT PROJECTIONS, MANPOWER UTILIZATION, *TECHNOLOGICAL ADVANCEMENT, PERSONNEL, EMPLOYMENT PATTERNS, EMPLOYMENT OPPORTUNITIES, EMPLOYMENT TRENDS, SKILLED OCCUPATIONS, SEMISKILLED OCCUPATIONS, CLERICAL OCCUPATIONS, TECHNICAL OCCUPATIONS, EMPLOYMENT STATISTICS, SOCIOECONOMIC INFLUENCES,

Electronic solid state switching systems, communications satellites, semiautomatic information services, automatic intercepting and data processing, and dedicated plant, the permanent assignment of lines from a central office to each actual and potential subscriber, are some of the technological innovations which will bring significant manpower changes in the telephone industry during the 1965-75 period. These changes will evolve slowly and will present no serious manpower adjustment problem. Employment in the industry will rise during the 1965-75 period, although not so rapidly as in the 1964-65 period. This growth will not be sufficient to match increases in the number of persons seeking employment, especially the younger and less educated workers. The percentage of women employed by the industry will be substantially unchanged during this period although the number employed will rise from 395,500 to 444,000. Layoffs are not expected to be significant since reductions in force are handled primarily by attrition and reassignment. The skill requirements of the industry will generally be higher in the future as the industry will continue to require large numbers of trained persons. Graduates of 2-year technical institute programs with a specialty in electronics are likely to be in particular demand. The occupational structure of the industry will change slightly by 1975 with the number of telephone operators and clerical workers declining somewhat in proportion to total employment, while the number of professional and semiprofessional workers will grow substantially. These projections were based on the assumption that the 1975 gross national product will increase by about 60 percent over the 1965 levels and that personal consumption expenditures will increase by about the same amount. Copies of this document are available from Manpower Administration, Office of Manpower Policy, Evaluation, and Research, U.S. Department of Labor, 14th Street and Constitution Avenue, N.W., Washington, D.C. 20210. (HC)

VT 002 796 ED 012 339
Employment Opportunities in New Mexico and West Texas For Graduates of a Two-Year Program in Applied Horticulture and Agricultural Machinery. (Masters Degree Report).

Cobb, Richard A.
New Mexico State Univ., Las Cruces. Agricultural Inst.
Pub Date - May67
EDRS PRICE MF-$0.50 HC-$3.68 90p.

*POST SECONDARY EDUCATION, AGRICULTURAL EDUCATION, *ORNAMENTAL HORTICULTURE OCCUPATIONS, *AGRICULTURAL MACHINERY OCCUPATIONS, *EMPLOYMENT OPPORTUNITIES, EDUCATIONAL NEEDS, *SALARIES, EMPLOYMENT TRENDS, OCCUPATIONAL SURVEYS,

In response to changing occupational patterns, new legislative provisions, the increasing interest of urban students, and the establishment of a new 2-year agricultural institute, a survey of horticulture and agricultural machinery occupations was conducted. The objectives were to--(1) determine employment opportunities and training needs, (2) compare salaries, (3) determine employer preference for employees with post-secondary education, and (4) project employment opportunities. Occupational titles were formulated from the literature, questionnaires designed and tested, employer lists compiled, questionnaires mailed, nonrespondents contacted, and data analyzed. The findings were based on the responses of 79 horticulture and 98 agricultural machinery employers. Horticultural employment opportunities were greatest in retail nurseries and at golf courses. Salaries averaged $86 per week, and an estimated 95 more workers would be needed within five years. Agricultural machinery employment opportunities were greatest for mechanics, parts clerks, and salesmen. Salaries averaged $100 per week, and 448 additional employees would be needed within five years. Most horticulture and agricultural machinery employers would hire post-secondary graduates at higher salaries. (JM)

VT 002 799 ED 011 976
A Guidance Project to Investigate Characteristics, Background, and Job Experiences of Successful and Unsuccessful Entry Workers in Three Selected Industries. Final Report.

Gorman, Robert E.
Montana Univ., Missoula
Montana Occupational Res. Coordinating Unit, Helena
Pub Date - 30Sep66
EDRS PRICE MF-$0.25 HC-$2.32 56p.

*COUNSELOR TRAINING, *ENTRY WORKERS, *WORK ENVIRONMENT, *JOB TENURE, LABOR CONDITIONS, VOCATIONAL ADJUSTMENT, JOB SATISFACTION, SEMISKILLED WORKERS, UNSKILLED WORKERS, INDIVIDUAL CHARACTERISTICS, PERSISTENCE, *PARTICIPANT OBSERVERS, COUNSELORS, OCCUPATIONAL COUNSELING, CONSTRUCTION INDUSTRY, LUMBER INDUSTRY, MINING INDUSTRY,
Montana,

The high rate of turnover among entry workers in the Montana mining, lumbering, and construction industries indicated a need for information about entry jobs for the noncollege-bound youth and school leavers. This project was developed to determine the characteristics, background, and job experiences of successful and unsuccessful entry workers and to provide selected vocational counselors with an opportunity to acquire on-the-job knowledge essential for effective comprehensive counseling. Fourteen counselors were selected, trained to be participant-observers, and assigned as entry workers on unskilled and semiskilled jobs in the respective industries for a 7-week period. They conducted case studies and recorded daily field notes from observations, experiences, and conversations with fellow entry workers, supervisors, union leaders, and management officials. The analysis and assimilation of the collected data revealed that many entry workers were unsuccessful or left the job because of highly discouraging working conditions and other factors which indicated that the human relationships between supervisor and worker and of the workers to each other did not exist. Vocational counselors and industries studies on the entry worker and were advised to conduct recruitment, selection, and retention of workers. A followup evaluation of the participating counselors was suggested to see how the work-study experiences affected vocational counseling. (HC)

VT 002 887 ED 015 258
Job Redesign for Older Workers -- Case Studies.

Rothberg, Herman J.
Bureau of Labor Statistics, Washington, D.C.
Reprint-2523
Pub Date - 67
EDRS PRICE MF-$0.25 HC-$0.32 6p.

VOCATIONAL ADJUSTMENT, *MIDDLE AGED, EMPLOYEES, *MANUFACTURING INDUSTRY, *MANPOWER UTILIZATION, EXPERIENCED LABORERS, *WORK SIMPLIFICATION,

Industrial establishments successfully used methods of job redesign to maintain the employment and productivity, as well as the morale, of aging employees. Examples of job redesign were found in a wide variety of manufacturing industries. Case studies were made in plants producing aircraft engines, aluminum framing, building materials, carpets, computers, copper pipe fittings, footwear, heavy iron pipe, precision instruments, and printed novelties. The most prevalent redesign method was the informal practice of accommodating the declining physical capacities of a specific aging worker or group of workers. Job redesign revealed some advantages over the practice of job reassigning for both the older worker and management. In several cases, a substantial rise in output per man-hour occurred. In none of the cases was productivity adversely affected. The four case studies summarized show job redesign using the framework for formal job placement programs which continually evaluated each job and employee in terms of demands and capacities, utilizing mechanical aids to replace manual control, utilizing technological change in the form of specially designed forklift trucks, and involving reallocation of duties. The full study is presented in the Bureau of Labor Statistics publication "Job Redesign for Older Workers, Ten Case Studies." This article is published in the "Monthly Labor Review," January 1967. (HC)

VT 003 213   ED (See June 1968 RIE)
A Regional Career Information Center, Development and Process.

Pierson, Glen N. * and others
BR-6-1620
Pub Date -   67
EDRS PRICE MF-$0.25 HC-$0.40   8p.

*OCCUPATIONAL INFORMATION, *CAREER PLANNING, *INFORMATION SYSTEMS, INFORMATION DISSEMINATION, INFORMATION RETRIEVAL, INFORMATION STORAGE,

The Center was established to collect, abstract, synthesize, produce, store, and disseminate career information to high schools and junior colleges in San Diego County, California. A study was made to determine the type of career information desired by students and counselors. The information was put on microfilm aperture cards. Each card contains four reduced 8½ by 11 inch pages. In addition, selected occupational parameters are key punched into the card. Two aperture cards are prepared for each occupation and contain photographs of local workers on the job, a list of criteria which job aspirants must meet, a description of the occupation, advantages and disadvantages, training required, salary, a listing of local training institutions, a bibliography of locally produced studies and surveys relating to the field, and a listing of community resource people working in the occupation who have agreed to talk about their jobs with students. Information on approximately 200 occupations is being disseminated to 12 secondary schools now participating in the project. This article is published in the "Vocational Guidance Quarterly," volume 15, number 3, March 1967. (PS)

VT 003 253 ED 013 960
Who Are the Working Mothers. (Leaflet, no. 37).

Women's Bureau, Washington, D.C.
Pub Date - 67
DOCUMENT NOT AVAILABLE FROM EDRS 12p.

*MOTHERS, *WORKING WOMEN, *STATISTICAL DATA, MOTIVATION, INDIVIDUAL CHARACTERISTICS,

Information on the status of working mothers and on the factors that motivate them to seek paid employment is provided through 20 questions and answers. Among the nearly 27 million women workers in the United States in March 1966 were 9.9 million mothers with children under 18 years of age. These working mothers constituted 36 percent of all mothers in the population. More than one of three mothers were in the labor force in March 1966 as compared with fewer than one of 10 in 1940. Economic need is the most compelling reason why mothers of young children work. Almost two of every five working mothers have children under 6 years of age. In March 1966, 8.1 million working mothers were from homes where the husband was present. Of every 10 working mothers, three are 25 to 34 years old and four are 35 to 44 years old. Occupations held by working mothers are similar, in general, to those of all women workers. The leaflet is available as L13.11--37 for 10 cents from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. (PS)

VT 003 278 ED 013 961
Youth Opportunity Campaign - Summer 1966, A Report of Training Conducted by Federal Agencies for Non-College Youths Employed During the Summer of 1966.

Civil Service Comm., Washington, D.C.
Pub Date - Feb67
EDRS PRICE MF-$0.25 HC-$0.80 18p.

EMPLOYMENT EXPERIENCE, *YOUTH EMPLOYMENT, EDUCATIONAL PROGRAMS, *OUT OF SCHOOL YOUTH, *ON THE JOB TRAINING, JOB SKILLS, OFFICE OCCUPATIONS, *PROGRAM DESCRIPTIONS, SUPERVISORS, COUNSELING, *FEDERAL PROGRAMS,
Youth Opportunity Campaign,

Agency programs varied with the mission and size of the agency and with the number and dispersion of noncollege youth employees. The great majority of the employed were appointed under the economic and educational need criteria of the special authorities available for the purpose. On-the-job training was the educational method most extensively used but other methods such as lectures, discussions, role playing, question-and-answer sessions, films, and slide presentations were utilized. Most of the skills training was in the office skills areas common to all Federal agencies but a majority of the agencies provided a variety of other learning experiences in addition to training in specific skills. Agencies provided individual and group counseling and many trained supervisors especially for the program. New and different training approaches were attempted by some of the reporting agencies. Some implications were--(1) Guidelines and training materials should be developed earlier in the year to allow agencies more time for planning, (2) Consideration of individual needs and problems is of special importance, and (3) The work experience was particularly valuable in preparing the youths for the business world. (WB)

VT 003 292 ED (See July 1968 RIE)
New Directions in Manpower Programs.

Manpower Administration (DOL), Washington, D.C.
Pub Date - 67
EDRS PRICE MF-$0.25 HC-$1.20 28p.

*VOCATIONAL EDUCATION, *FEDERAL PROGRAMS, *MANPOWER DEVELOPMENT, *JOB TRAINING, *EMPLOYMENT, UNEMPLOYED, DISADVANTAGED GROUPS, ADMINISTRATIVE POLICY,

The new directions were the outgrowth of economic developments including rising employment, emerging labor shortages, and continued hard core unemployment. A distinguishing feature of 1966 was the extent to which ideas were brought from the planning or testing stage to innovative action by many agencies of the Government. The overriding concern in these actions was to deal more effectively and fundamentally with the problems of the disadvantaged, but important steps were also taken to help meet skill shortage problems and to coordinate manpower programs with other related state and local programs. Many businesses and industries recruited, employed, and trained disadvantaged workers and cooperated in efforts to meet housing, transportation, and other social problems. Many national labor unions stimulated upgrading training to improve skills and open opportunities for large members of the disadvantaged in entry occupations. Specific subjects discussed are (1) reaching and serving the disadvantaged through the Human Resources Development program, multiservice neighborhood centers, and refocused Manpower Development and Training Act (MDTA) programs, (2) improving employability through MDTA training, Neighborhood Youth Corps projects, programs for welfare clients, and statewide projects, (3) initiating new forms of job development through industry cooperation, Youth Opportunity Campaigns, and work-training programs, (4) initiating innovations in occupational training, (5) meeting the problems of special groups, such as older workers, American Indians, Mexican-Americans, Texas migratory workers, disadvantaged servicemen and rejectees, and prison inmates, and (6) implementing new administrative policies, such as use of coordinating teams, joint funding, and national-state planning. The report was an account of program beginnings rather than accomplishments. This article is a reprint from "1967 Manpower Report" and is available from the Manpower Administration Office of Manpower Policy, Evaluation, and Research, U.S. Department of Labor, 14th Street and Constitution Avenue, N.W., Washington, D.C. 20210. (WB)

VT 003 299 ED (See July 1968 RIE)
Graduate Follow-Up, 1966.

Connecticut State Dep of Educ, Hartford. Div of Vocat Ed.
Pub Date - 67
EDRS PRICE MF-$0.50 HC-$2.76 67p.

*VOCATIONAL EDUCATION, VOCATIONAL FOLLOWUP, *EMPLOYMENT, *GRADUATE SURVEYS, HIGH SCHOOLS, POST SECONDARY EDUCATION, Connecticut,

Placement data are reported for 5,066 vocational graduates from 83 schools and colleges in Connecticut representing program fields in vocational agriculture, distributive education, health education, home economics for gainful employment, business and office education, technical education, and trade and industrial education. Of the 5,066 graduates, 4,139 completed secondary level programs, 927 were graduates of post-secondary programs in community colleges, state technical institutes, and vocational-technical schools. Nearly 82 percent of the graduates available for placement were employed in occupations utilizing specialized skills acquired in vocational courses. The mean hourly wage for this group was $1.91. Approximately 12 percent of available graduates were employed in nonrelated occupations. About 20 percent of the graduates continued their education on a full-time basis. Only 54 graduates or 1.06 percent were unemployed, an unemployment rate which compares very favorably with the annual average for Connecticut of 3.1 percent. Future follow-up studies should determine the number of graduates pursuing more advanced knowledge and skills directly related to the vocational training already acquired. (WB)

VT 003 368   ED (See July 1968 RIE)
Implications of Women's Work Patterns for Program Development in Vocational and Technical Education.

Lee, Sylvia L. * and others
Ohio State Univ., Columbus. Center for Voc. Educ.
Pub Date - Oct67
EDRS PRICE MF-$0.50 HC-$3.28 80p.

WOMENS EDUCATION, NATIONAL DEMOGRAPHY, *WORKING WOMEN, FEMALES, LABOR FORCE, *VOCATIONAL EDUCATION, *PROGRAM DEVELOPMENT, BUSINESS EDUCATION, OFFICE OCCUPATIONS EDUCATION, HOME ECONOMICS EDUCATION, TRADE AND INDUSTRIAL EDUCATION, INDIVIDUAL CHARACTERISTICS, GRAPHS, EMPLOYMENT STATISTICS, CHARTS, ACADEMIC ACHIEVEMENT, OCCUPATIONAL CLUSTERS,

The implications of women's labor force participation for educators and leaders planning programs in vocational and technical education were derived at a 2-day conference by 30 people representing the various services in vocational-technical education and related areas. Implications and recommendations for vocational and technical education concerned the need for better and faster communication, the need for research upon which predictions can be based, and the need for resources such as guidance workers, specialists, curriculum guides, and prepared educational media materials. In business and office education and distributive education, the implications were related to (1) criteria for program development to coordinate efforts across vocational service lines, (2) preparation of teachers oriented toward flexible programing, sensitivity to individual students, and a broad outlook of vocational education, and (3) research on standards for occupational performance and employability. Implications for health occupations concerned criteria for program development, standards of certification for various occupational levels, and research in developing programs, curriculums, and instructional materials. In home economics, implications were related to developing appropriate materials, methods, subject matter, and services for junior and senior high, college, and adult levels of education. Recruiting women for technical education programs and studying possible new technical occupations, technical education programs, and job requirements were implied for trade and industrial and technical education. Implications for counseling and guidance were related to developing in students realistic self concepts and a realistic view of the world of work. Demographic data are presented in 52 graphs. A bibliography is included. This document is available for $2.00 from The Center for Vocational and Technical Education, The Ohio State University, 980 Kinnear Road, Columbus, Ohio 43212. (FP)

VT 003 506 ED 014 571
Technician Manpower -- Requirements, Resources, and Training Needs.

Rosenthal, Neal H.
Bureau of Labor Statistics, Washington, D.C.
Bull-1512
Pub Date - Jun66
DOCUMENT NOT AVAILABLE FROM EDRS 118p.

*SUBPROFESSIONALS, TECHNICAL OCCUPATIONS, *MANPOWER DEVELOPMENT, *EMPLOYMENT PROJECTIONS, *EMPLOYMENT STATISTICS, ACADEMIC ACHIEVEMENT, INDIVIDUAL CHARACTERISTICS, *TECHNICAL EDUCATION, INDUSTRIAL EDUCATION, HIGH SCHOOLS, POST SECONDARY EDUCATION, COLLEGES, OCCUPATIONAL INFORMATION, BIBLIOGRAPHIES, CURRICULUM, Armed Forces, MDTA Programs,

Technicians are defined in this study as workers who directly or indirectly support scientists and engineers in designing, developing, producing, and maintaining the Nation's machines and materials. This report presents the results of a comprehensive study of current and future technician manpower conducted by the Bureau of Labor Statistics with the support of the National Science Foundation. Emphasis is placed on the training of technicians, projected supply and demand, personal and educational characteristics, and the nature of their work. In 1963, there were approximately 845,000 technicians employed in the United States, including 493,000 in engineering and physical science, 232,000 draftsmen, 58,000 in life science, and 116,000 "other" technicians. This number is expected to rise to 1,500,000 in 1975. Graduates of post-secondary preemployment curriculums are expected to be the largest and most adequately trained source of supply, with about 435,000 entering technician jobs from these programs between 1963 and 1975. This document is available as GPO L2.3--1512 for 60 cents from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. (PS)

VT 003 539 ED (See June 1968 RIE)
The Feasibility of a Systematic Study of Manpower Requirements and Education and Training Programs of Selected Health Occupations.

Polliard, Forbes W.
Indianapolis Hospital Development Assn., Ind.
BR-6-2444
Pub Date - 30Nov66
EDRS PRICE MF-$0.50 HC-$3.96 97p.

*FEASIBILITY STUDIES, *EMPLOYMENT TRENDS, *HEALTH OCCUPATIONS EDUCATION, *HEALTH OCCUPATIONS, *EMPLOYMENT PROJECTIONS, PROGRAM PLANNING, EDUCATIONAL NEEDS,
Indianapolis, Indiana,

To determine the feasibility of a study, meetings were held with groups including pathologists, radiologists, and community health and educational leaders, 30 additional persons concerned with health services and education were interviewed, discussions were held with other groups and individuals interested in health manpower research and planning, and a bibliography of related materials was compiled. The majority of the individuals interviewed reacted very positively to the proposed comprehensive study although some expressed concern regarding its scope, its time requirement, and its relation to existing conditions in the health field. There was general agreement that there are identifiable shortages of certain types of personnel. A general plan was evolved for a 64-month comprehensive study to meet present and projected health manpower requirements. The four phases of the plan will consist of the following tasks--(1) develop a detailed work plan, (2) determine present and future health service requirements, (3) determine the present and estimated future supply on the basis of output of existing educational programs, (4) analyze short-term needs for selected occupations, (5) identify the tasks performed by health service personnel, (6) arrange the tasks according to levels of knowledge and skill and identify new, restructured, or unchanged occupations, (7) estimate manpower needs, (8) develop an educational plan, (9) conduct pilot educational programs, (10) evaluate educational programs and develop a mechanism for continuing evaluation, and (11) prepare and disseminate an analysis of the comprehensive study. (JK)

VT 003 542 ED (See June 1968 RIE)
Report on Progress in 1966 on the Status of Women, Third Annual Report.

Interdepartmental Comm on Status of Women, Wash., D.C.
Pub Date - Dec67
DOCUMENT NOT AVAILABLE FROM EDRS 118p.

*STATUS, *FEMALES, *EQUAL OPPORTUNITIES (JOBS), *EMPLOYMENT OPPORTUNITIES, *EDUCATIONAL OPPORTUNITIES, CIVIL RIGHTS, LABOR STANDARDS, POLITICAL INFLUENCES, ANNUAL REPORTS, INCOME, WELFARE, LEGISLATION, ORGANIZATIONS (GROUPS),

The opportunities for women to contribute in every aspect of national life continued to expand and increase at a rapid pace during 1966. Of great significance was the amendment of the Federal Fair Labor Standards Act which extended minimum wage and equal pay coverage to an additional 3.2 million women employees in private employment. The State commissions on the status of women were influential in getting minimum wage laws enacted in three additional states, equal pay laws in five, and amendments of fair employment practice laws in five. Health and welfare legislation, occupational training programs, vocational rehabilitation, birth control information, consumer protection laws, and availability of child care facilities improved both women's employment possibilities and status as a homemaker. An increased number of women earned college degrees, and salaries of women college teachers improved. The year also marked important gains for disadvantaged girls and women. Twelve Job Corps centers were in operation for women and approximately one-half of 800,000 young people who received a new start through the neighborhood Youth Corps were girls. Over 80,000 women were enrolled during the year in Manpower Development and Training Act institutional and on-the-job-training programs. The number of women employed in the civilian labor force increased by 1.4 million or 5.2 percent and unemployment dropped from 5.1 to 4.7 percent. Every major advance made by women in 1966 resulted from the combined effort of many Federal, State, and local commissions and organizations, sometimes over a period of many years. The achievements of State Commissions on the Status of Women in 48 states were briefly summarized. This document is available as Y3.IN8/21--1/966 for 70 cents from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. (WB)

VT 003 586 ED 013 962
Equal Pay Facts. (Leaflet, no. 2).

Women's Bureau, Washington, D.C.
Pub Date - May66
DOCUMENT NOT AVAILABLE FROM EDRS 6p.

*EQUAL OPPORTUNITIES (JOBS), *WAGES, STATE LAWS, FEDERAL LAWS, ORGANIZATIONS (GROUPS),

Equal pay means payment of "rate of the job" without regard to sex. Equal pay laws were enacted in 29 states from 1919 to 1965. Four additional states have Fair Employment Practices laws. Support for such legislation has come from women's and civic organizations, AFL-CIO, and the President's and State Commissions on the Status of Women. The Federal Equal Pay Act of 1963, enacted as an amendment to the Federal Fair Labor Standards Act, became effective generally June 11, 1964. The International Labor Organization, of which the United States is a member, provides in its constitution that men and women should receive equal pay. This leaflet is available as GPO Number L13.11--2 for 5 cents from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. (PS)

VT 003 654 ED 013 963
Dictionary of Occupational Titles, 1965. Volume I, Definitions of Titles. (Third Edition).

Manpower Administration, Washington, D.C.
Pub Date - 65
DOCUMENT NOT AVAILABLE FROM EDRS 828p.

*OCCUPATIONS, *DICTIONARIES, *OCCUPATIONAL INFORMATION, EMPLOYMENT QUALIFICATIONS,

The occupational definitions present considerably more information than those in previous editions (1939 and 1949), and a new classification system reflects relationships among occupations not only in terms of work involved but also in terms of worker characteristics required such as training time, aptitudes, interests, temperaments, physical demands, working conditions, industry, and work performed. There are 21,741 separate occupations defined which are known by 13,809 additional titles, making a total of 35,550 titles. This edition contains 6,432 jobs new to the "Dictionary." Definitions are arranged alphabetically and include information on what gets done, how it gets done, and why it gets done. In Volume 2 (VT 003 655) the occupations have been incorporated into a classification structure in which the individual occupations are identified by 6-digit code numbers and arranged by the occupational group and the worker traits. This document is available as GPO L7.2--OC1/965/V.I for $5.00 from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. (ET)

VT 003 655 ED 013 964
Dictionary of Occupational Titles, 1965. Volume II, Occupational Classification and Industry Index. (Third Edition).

Manpower Administration, Washington, D.C.
Pub Date - 65
DOCUMENT NOT AVAILABLE FROM EDRS 663p.

*OCCUPATIONS, *OCCUPATIONAL INFORMATION, *EMPLOYMENT QUALIFICATIONS, JOB SKILLS, *CODIFICATION, *CLASSIFICATION,

Volume 2 complements volume 1 (VT 003 654) by providing a classification structure which groups jobs having the same basic occupational, industrial, or worker characteristics. The sections are (1) the occupational categories, divisions, and groups, (2) an alphabetic arrangement of occupational divisions and groups, (3) the occupational group arrangement of titles and codes, (4) an alphabetic arrangement of areas of work, (5) an alphabetic arrangement of worker trait groups, (6) the worker trait groups within areas of work, (7) the worker traits arrangement of titles and codes, (8) the industry arrangement of titles, which lists jobs by industries in which they are usually found, (9) the industry index, (10) a glossary, which defines many technical terms used in the definitions found in volume 1, (11) appendix A, which identifies the three digits of a code reflecting jobs' relationships with data, people, and things, and (12) appendix B, which explains the worker trait components--general educational development, specific vocational preparation, aptitudes, interests, temperaments, physical demands, and working conditions. This document is available as GPO L7.2--OC1/965/V.II for $4.25 from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. (ET)

VT 003 656 ED 013 965
Selected Characteristics of Occupations (Physical Demands, Working Conditions, Training Time), A Supplement to the Dictionary of Occupational Titles. (Third Edition).

Manpower Administration, Washington, D.C.
Pub Date - 66
DOCUMENT NOT AVAILABLE FROM EDRS 298p.

*OCCUPATIONS, *OCCUPATIONAL INFORMATION, *EMPLOYMENT QUALIFICATIONS, JOB SKILLS, JOB TRAINING, WORK ENVIRONMENT, EDUCATIONAL NEEDS, PHYSICAL CHARACTERISTICS, OCCUPATIONAL CLUSTERS, CODIFICATION,

This supplement lists individual physical demands, working conditions, and training time data for each job defined in volumes 1 and 2 (VT 003 654 and VT 003 655). It was published in response to the special needs of organizations and individuals concerned with manpower utilization who require more specific occupational characteristics data than that presented in the "Dictionary of Occupational Titles" (DOT) itself and provides additional source material for determining job relationships in such activities as worker mobility, training, and rehabilitation. The data were collected and developed according to job analysis techniques established by the U.S. Employment Service, and reflect the findings from approximately 75,000 studies of individual job situations. Information for each job is presented in columns--(1) DOT code number, (2) page number in volume 2 for worker trait group in which job appears, (3) industry designation, (4) job title, (5) code for physical demands such as strength, climbing and balancing, talking and hearing, and seeing, (6) code for working conditions such as inside or outside location, temperature and moisture extremes, hazardous, and toxic, and (7) code for training time by general educational development and specific vocational preparation. This document is available as GPO L7.2--OC1/965/Supp. for $2.75 from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. (ET)

VT 003 657 ED 013 966
Conversion Table of Code and Title Changes Between Second and Third Edition, Dictionary of Occupational Titles.

Employment Service, Washington, D.C.
Pub Date - 65
DOCUMENT NOT AVAILABLE FROM EDRS 1048p.

*OCCUPATIONS, *CODIFICATION, *INDEXES (LOCATERS), Conversion Table,

Users of the "Dictionary of Occupational Titles" (DOT) (VT 003 654, VT 003 655, and VT 003 656) can use this table as a guide for converting codes and titles from the second edition of the DOT (1949) to the all-new codes and partially changed titles of the third edition. The table is arranged in four columns. All second edition job titles and codes appear in the first two columns. The last two columns show the third edition codes and titles to which they convert or an indication of the disposition if no conversion is shown. Second edition codes in column two are arranged in numerical sequence throughout the table in order to help the user locate the code and title for which he is searching. All second edition titles within a coded classification are listed alphabetically in the first column. This document is available as GPO L7.2--OC1/965/Conv. Tab. for $5.50 from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. (ET)

VT 003 658 ED 014 577
Suffix Codes for Jobs Defined in the Dictionary of Occupational Titles. (Third Edition).

Employment Service, Washington, D.C.
Pub Date - Feb67
DOCUMENT NOT AVAILABLE FROM EDRS 273p.

*DICTIONARIES, *CODIFICATION, *OCCUPATIONS,

Three-digit suffix codes are provided for each job title defined in the third edition of the "Dictionary of Occupational Titles" (DOT) (VT 003 654 and VT 003 655), thereby giving a numerical identification to the job titles. The codes are intended for internal use within the Employment Service. They have been prepared specifically for statistical reporting, tabulating, and other activities where titles cannot be used and identification is dependent upon numerical differentiation. The data are displayed in columns--(1) the third edition DOT 6-digit code for the job title, (2) a unique 3-digit code for the job title, (3) the DOT job title, (4) the industry designation for the job title in the DOT, and (5) the job title code in the second edition of the DOT from which the third edition title was derived. Job titles are listed in code number order (001.081 through 979.887) and are arranged alphabetically within a 6-digit code number. This document is available as GPO L7.2--OC1/965/SUFF for $1.25 from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. (ET)

VT 003 659   ED 014 578
Occupational Job Requirements, A Short-Cut Approach to Long-Range Forecasting.

Medvin, Norman
Employment Service, Washington, D.C.
Pub Date -   67
EDRS PRICE MF-$0.25 HC-$0.72   16p.

EMPLOYMENT TRENDS, *OCCUPATIONAL SURVEYS, RESEARCH METHODOLOGY, MEASUREMENT TECHNIQUES, *EMPLOYMENT PROJECTIONS, EMPLOYMENT OPPORTUNITIES,

The area skill survey, the best known and longest used technique for forecasting long-range occupational requirements, has come in for severe criticism on the grounds that it is too expensive and time-consuming and that most employers are not good economists. A new technique is described, the Employment Service unfilled job openings, Occupational Outlook Handbook approach. Its elements are the unfilled job openings in a local employment office, identification of those jobs open 30 days or more, and the addition of a national forecast (obtained from the Occupational Outlook Handbook) tempered by the local analyst's knowledge and supplemented by a few association visits. It is estimated that the conduct of such a survey to satisfy vocational education, Manpower Development and Training Act, and Office of Economic Opportunity needs would take a single manpower economist an average of not more than 6 weeks for a survey in a metropolitan area. Total cost to the Employment Service for 150 areas, all areas to be completed in 1 year, would be up to $200,000. Skill surveys, now used, may cost as much as $100,000 for one large city. This article is a reprint from "Employment Service Review," January-February 1967. (PS)

VT 003 661   ED 014 580
Working Mothers and the Need for Child Care Services.

Women's Bureau, Washington, D.C.
Pub Date -   May67
EDRS PRICE MF-$0.25 HC-$1.04   24p.

*WORKING WOMEN, *MOTHERS, *CHILD CARE, STATISTICAL DATA, NATIONAL SURVEYS, AGE, FAMILY CHARACTERISTICS, FAMILY INCOME,

Data and charts document the rising number of working mothers in the United States today and the increasing need for child care services. Data were obtained from U.S. Departments of Labor, Commerce, and Health, Education, and Welfare. Nearly 10 million mothers with children under 18 years of age were workers in March 1966. More than one of three mothers was a worker in May 1967. It is conservatively estimated that by 1980, 5.3 million mothers 20 to 44 years of age with children under 5 years of age will be workers--a 43 percent increase over 1970. More than 17 million children under 18 years of age had working mothers in March 1965. Of these children, 4.5 million were under six years of age. In February 1965, a national survey of 6.1 million mothers who worked 27 weeks or more in 1964 was made to ascertain how the children of working mothers were cared for. Findings were (1) Nearly half were cared for in their own homes by their fathers, other relatives, babysitters, or housekeepers, (2) 28 percent were cared for by their mothers who either worked only during their children's school hours or took care of them while working, (3) 18 percent were cared for away from home, and (4) 8 percent looked after themselves. Too many children had either questionable or completely inadequate care. (PS)

VT 003 707 ED (See July 1968 RIE)
Implications of Women's Work Patterns for Vocational and Technical Education, An Annotated Bibliography.

Lee, Sylvia L. * and others
Ohio State Univ., Columbus. Center for Voc. Educ.
Bibliography Ser-1
Pub Date - Oct67
EDRS PRICE MF-$0.25 HC-$1.52 36p.

*ANNOTATED BIBLIOGRAPHIES, *VOCATIONAL EDUCATION, *WORKING WOMEN, OCCUPATIONAL GUIDANCE, *LABOR FORCE, LEGISLATION, TECHNICAL EDUCATION, *WOMENS EDUCATION, FEMALES, ROLE CONFLICT, RESEARCH,

Annotated references pertaining to the needs of girls and women for vocational and technical education and women's labor force participation were prepared by a home economics specialist and research associates. The entries are arranged in sections--(1) Status and Changing Roles of Women--10 items, (2) Education of Women for Employment--17 items, (3) Labor Force Participation of Women--17 items, (4) Legislation Pertaining to Women in the Labor Force--3 items, (5) Vocational Guidance and Counseling for Girls and Women--8 items, (6) Research--12 items, (7) Bibliographies--3 items, and (8) Presentations Appropriate for Students and the Lay Public--10 items. Publication dates are from 1963 through 1967. These materials were developed as part of a project devoted to the implications of women's work patterns for program planning in vocational and technical education. A report of this project is VT 003 368. This document is available for $1.50 from The Center for Vocational and Technical Education, The Ohio State University, 980 Kinnear Road, Columbus, Ohio 43212. (FP)

VT 003 761 ED 015 283
Your Talents -- Let's Not Waste Them.

Keyserling, Mary Dublin
Pub Date - 67
EDRS PRICE MF-$0.25 HC-$0.40 8p.

*FEMALES, *LABOR FORCE, WORKING WOMEN, *MANPOWER UTILIZATION, AGE, EMPLOYMENT OPPORTUNITIES, EQUAL OPPORTUNITIES (JOBS), VOCATIONAL COUNSELING, SPEECHES,

American woman power needs to be more fully utilized to meet the Nation's manpower requirements. Professional and technical occupations are the fastest growing career fields, and men alone cannot meet their manpower demands. Clerical work and service occupations are expected to show the second and fastest rate of growth. Sales occupations are also expected to grow rapidly. The prospects are good for the woman who wants to return to the labor force. More women are working--28 million were in the labor force in 1966. Earlier marriage and child bearing, lighter household tasks, better education, and availability of jobs have made this possible. Barriers to women's employment progress have been receding rapidly. The Federal Equal Pay Act and the Civil Rights

Act of 1964 have assured equal pay and employment regardless of sex. Much has been done to ban discrimination on the basis of age. Today the woman who is most likely to be a worker is between 45 and 54 years old. The middle-aged worker has as good a performance record, a better safety record, lower turnover and absenteeism, and more ability to work without supervision than the younger worker. However, she may still encounter obstacles when she looks for a job. The pay is still relatively low, and the job is often below the level of her aptitudes and skills. Job counseling and renewal of skills and training will improve the job prospect. This speech was delivered at a Back-to-Work Symposium for Women Who Want to Resume Their Careers, sponsored by Stern Brothers and American Girl Service, in New York City, January 25, 1967. (FP)

VT 003 832 ED 014 596
Mechanization and the Seasonal Farmworker.

Harper, Robert G.
Pub Date - Apr67
EDRS PRICE MF-$0.25 HC-$0.60 13p.

*SEASONAL LABORERS, *AGRICULTURAL LABORERS, LABOR DEMANDS, *AGRICULTURAL PRODUCTION, *AGRICULTURAL MACHINERY, MIGRANT WORKERS, *AUTOMATION,

Mechanization does not necessarily decrease the number of seasonal farm workers needed. Some innovations merely change the job to one that is less unpleasant, and workers formerly disinclined to do the job become available. Mechanization may make an operation so efficient that acreage and production are increased, and more workers are needed. Much mechanized harvesting is not economically practical although competition is forcing growers and processors to reexamine beliefs that consumers will not accept machine harvested products or that growing conditions are not suitable for machine use. Mechanization suggests the creation of new machines but may also take the form of time-saving innovations including precision planting, chemical treatment for weeds, new kinds of seeds, and horticultural developments of plant varieties suitable for machine harvesting. The prospects for mechanization of tobacco, cotton, strawberries, tomatoes, snap beans, bushberries, potatoes, sugar crops, grapes, cherries, apples, citrus, cucumbers, asparagus, celery, peaches, and other three fruits and states where the need for seasonal workers is greatest or most difficult to fill are discussed. Mechanization will probably have the greatest impact on cotton chopping in the South, snap bean harvesting in the Pacific Northwest, and cherry harvesting in the Midwest. Tobacco, strawberry, and citrus harvesting present seemingly insuperable problems, and peak labor needs for these crops will remain high. Labor savings due to innovations in cotton harvesting and sugar beet cultivation have almost run their course. Some form of mechanization is possible in almost all crops depending on economic pressures affecting production of the crop in any given area. This article is published in "Farm Labor Developments," April 1967. (WB)

VT 003 847 ED 014 605
Why the Unemployed Looked for Work. (Special Labor Force Report, no. 78).

Hoyle, Kathryn D.
Bureau of Labor Statistics, Washington, D.C.

Pub Date - 67
EDRS PRICE MF-$0.25 HC-$0.44 9p.

*UNEMPLOYED, *LABOR FORCE, *LABOR MARKET, *JOB APPLICATION, INDIVIDUAL CHARACTERISTICS,

Information acquired from six supplements to the regular "Current Population Survey" between June 1964 and June 1966 was used to examine the reasons unemployed members of the labor force begin to look for work. The data, when averaged, revealed that during this period of rapid economic expansion (1) 40 percent had lost their previous jobs, (2) 15 percent had quit their last jobs, (3) 25 percent were reentering the labor force after a period of absence, and (4) 20 percent were new entrants who had never held a full-time job. In June 1966, job losers, those whose employment was terminated or those on layoff, accounted for one-fourth of all unemployed persons, and in December 1964 and January 1966 the proportion had risen to one-half. The Negro job-loser rate was about two and one-half times the white rate. Persons who left their jobs voluntarily and immediately began to look for work accounted for 12 to 18 percent of the unemployed. The data suggest that the new entrant rate during periods of abundant job opportunities may keep unemployment rates up. Since overall economic expansion seems to affect entrant and job-leaver rates very little and very slowly, job market programs aimed at specific groups will be needed to reduce the total unemployment rate below three and one-half percent. This article is published in the "Monthly Labor Review," January 1967. (ET)

VT 003 851 ED 014 606
Poverty Areas of Our Major Cities. (Special Labor Force Report, no. 75).

Wetzel, James R. * Holland, Susan S.
Bureau of Labor Statistics, Washington, D.C.
Pub Date - 66
EDRS PRICE MF-$0.25 HC-$0.40 8p.

ECONOMIC DISADVANTAGEMENT, SOCIAL DIFFERENCES, DISADVANTAGED GROUPS, URBAN AREAS, *URBAN SLUMS, LABOR FORCE, *EMPLOYMENT PATTERNS, UNEMPLOYMENT, RACIAL DIFFERENCES, NEGRO EMPLOYMENT, COMPARATIVE ANALYSIS,

The employment situation of Negro and white workers in metropolitan areas was compared by using data collected in the March 1966 "Current Population Survey." Poverty tracts in the large metropolitan areas were identified, and employment characteristics of persons living there were compared with those of city dwellers outside the poverty tracts. Some findings were--(1) The average unemployment rate for workers in poverty areas was 7.5 percent, about double the rate for the United States as a whole, (2) The teenage unemployment rate in poverty areas was nearly 25 percent, (3) In the big cities of America, more than half the Negroes but only one-tenth of the whites live in poverty areas, (4) In several respects, the employment situation of white workers in poverty areas was better than that of Negro workers not living in poverty areas, (5) Poverty area dwellers, Negroes in particular, were concentrated in less secure, less desirable, and less rewarding jobs than their counterparts in the more affluent parts of the city, (6) Old age and serious disability were important factors holding white men out of the labor force and keeping them in poverty areas, while among

Negroes serious disability appeared to be the key factor, and (7) As of March 1966, a minimum of 260,000 additional jobs would have been required to reduce the poverty area unemployment rates to the level of those of white residents in nonpoverty areas. This article is published in the "Monthly Labor Review," October 1966. (ET)

VT 003 856   ED 015 294
The Current Employment Market for Engineers, Scientists, and Technicians.

Ausmus, Norma F.
Employment Service, Washington, D.C.
Pub Date - Dec66
EDRS PRICE MF-$0.25 HC-$1.92 46p.

*LABOR MARKET, EMPLOYMENT OPPORTUNITIES, EMPLOYMENT TRENDS, *SCIENTISTS, *DRAFTSMEN, *SUBPROFESSIONALS, *ENGINEERS, OCCUPATIONAL SURVEYS, EMPLOYMENT SERVICES, JOB APPLICANTS, GEOGRAPHIC DISTRIBUTION,

Field reports on June 1966 conditions in 30 major labor areas for engineering, scientific, and technical occupations, provided by affiliates of the Bureau of Employment Security, were the basis for this semiannual report. The number of applicants had declined 48 percent to a new 8-year low, while openings had risen to 9,600, 58 percent over the previous year. Demands accelerated by expansions in civilian-oriented industrial and government contract activities and government sponsored research and development programs were particularly strong in durable goods, defense, aerospace, aircraft, shipbuilding, electronics, metal working, machinery production, construction work, and research. The greatest volume of job openings were for engineers and draftsmen in mechanical, electrical, civil, and aeronautical specialties, for analytical and physical chemists, mathematical scientists, and physicists, and for industrial and medical laboratory technicians. To meet staffing requirements, employers sought employed personnel, recent graduates, and college students, lowered job requirements in some cases, and made higher salary offers. Starting salaries for engineering graduates averaged 7 to 10 percent above 1965's level. To help meet the need, institutional training courses under the Manpower Development and Training Act were approved for some 2,300 draftsmen and 700 laboratory technicians. The long lead-time required to train engineers and scientists, the expanding economy, and the need for engineers and scientists to help solve problems such as air pollution which affect the national welfare contributed to the current manpower shortages. (JM)

VT 003 861   ED 014 608
Fact Sheet on Women's Earnings in Poor Families.

Women's Bureau, Washington, D.C.
WB-67-213
Pub Date - 67
EDRS PRICE MF-$0.25 HC-$0.20 3p.

EMPLOYMENT STATISTICS, *FAMILY INCOME, UNEMPLOYMENT, *WORKING WOMEN, *ECONOMIC DISADVANTAGEMENT, RACIAL CHARACTERISTICS, In 1964 there were 6.8 million families living in poverty. The incidence of poverty among families would be greater, however, if it were not for the contribution made by working wives to family income. Nearly 5 million of the families living in poverty were husband-wife families. Of all husband-wife families, only 6 percent were poor if the wife worked. Almost 2 million of the 5 million families headed by a woman were poor. Degree of poverty was related to the amount of time the woman was employed. Among all wives not living on farms, 59 percent of nonwhite and 43 percent white worked sometime in 1964. The difference in the proportion of white and nonwhite wives who worked generally diminished as the family income level rose, except at $10,000 and over. In March 1965, 57 percent of employed women heads of poor families worked in service occupations, but among all employed female heads of families, only 30 percent were in service work, and 43 percent were in professional, clerical, or sales occupations. The unemployment rates among women heads of families were 12.9 percent in poor families and 2.6 percent in non-poor families. Information is based on data from the U.S. Department of Health, Education, and Welfare, the Social Security Administration, and the U.S. Department of Labor. (FP)

VT 003 864   ED 014 611
Laws on Sex Discrimination in Employment -- Federal Civil Rights Act, Title VII, State Fair Employment Practices Laws.

Women's Bureau, Washington, D.C.
Pub Date - Apr67
EDRS PRICE MF-$0.25 HC-$0.68 15p.

*LABOR LAWS, *EQUAL OPPORTUNITIES (JOBS), *FEMALES, FEDERAL LAWS, STATE LAWS,

Title VII of the Federal Civil Rights Act (1964) prohibits discrimination on the basis of sex in addition to the usual grounds of race, color, religion, and national origin. It covers private employment and labor organizations engaged in industries affecting commerce, as well as employment agencies. It is unlawful for employers to refuse to hire, to discharge, or otherwise discriminate in regard to compensation, terms, conditions, or privileges of employment. It is unlawful for labor unions to exclude, expel from membership, or otherwise discriminate on the basis of sex, or to limit, segregate or classify its membership on that basis. Employers, labor organizations, and employment agencies cannot print, publish, or cause to be printed or published advertisements indicating preference, limitation, or specification based on sex. Nor can they discriminate in admission to or employment in apprenticeship or training or retraining programs based on sex. Major exceptions to prohibited employment practices are listed. Of the 26 states, the District of Columbia, and Puerto Rico that have mandatory fair employment practices laws, 13 states prohibit discrimination based on sex. A chart summarizes federal and state laws. The appendix contains "Guidelines on Discrimination Because of Sex of the Equal Employment Opportunity Commission" and a paper on the "Relationship Between Fair Employment Practices Laws and Protective Labor Legislation for Women." (FP)

VT 003 865   ED 014 612
Working Wives, Their Contribution to Family Income.

Women's Bureau, Washington, D.C.
Pub Date - 67
EDRS PRICE MF-$0.25 HC-$0.40 8p.

*FAMILY INCOME, EMPLOYMENT, INCOME, *WORKING WOMEN, RACIAL CHARACTERISTICS, MARITAL STATUS,

Data from the U.S. Department of Commerce and the U.S. Department of Labor, 1964-66, describe the contribution of working wives to family income. Nearly half of all women 18-64 years of age work. About three of five of these women are married and living with their husbands. Of the 42.1 million husband-wife families in the United States in March 1966, 14.2 million had the wife in the paid labor force. In those families, the median income was $8,597 a year compared with $6,592 in the families in which the wife did not work. Among Negro husband-wife families, the median income was $5,429 when the wife was an earner and $3,650 when she was not. Of all the husband-wife families in 1966, 20 percent of the husbands had incomes of less than $3,000, and another 20 percent had incomes of $3 - $5,000 compared with husband-wife incomes of 6 percent and 17 percent respectively in the same wage brackets. In 24 percent of all husband-wife families, the wife accounted for 40 percent or more of the family income in 1965, and in 39 percent, the contribution was 30 percent or more. In 44 percent of the husband-wife families in which the wife worked full-time, the wife accounted for 40 percent or more of the family income. The median percent of family income accounted for by the wife's earnings increased in direct ratio to the size of the family income up to $15,000. (FP)

VT 003 866 ED 014 613
Background Facts on Women Workers in the United States.

Women's Bureau, Washington, D.C.
Pub Date - May67
EDRS PRICE MF-$0.25 HC-$0.80 18p.

*WORKING WOMEN, *LABOR FORCE, *EMPLOYMENT STATISTICS, UNEMPLOYMENT, MARITAL STATUS, AGE, ACADEMIC ACHIEVEMENT, OCCUPATIONS, PART TIME JOBS, EMPLOYMENT EXPERIENCE, INCOME, INDUSTRY,

Data from the U.S. Department of Labor, the Manpower Report of the President, and the U.S. Department of Commerce describe women workers. In 1966, there were 27.8 million American women workers, an increase of 4.2 million since 1960. Of all workers, 36 percent were women. Nearly half of all women 18 to 64 years of age were workers, and the median age was 41. Three of five were married and living with their husbands. Labor force participation was highest among divorced women, 71 percent, and lowest among widows, 28 percent. Of the 9.9 million women workers who had children under 18, those with school age children only, 47 percent, were the largest group. Median years of school completed by women workers 18 years of age and over in the labor force and in the population were 12.3 and 12.1 respectively. About 8.5 million women were employed in clerical and 3.5 million in professional and technical jobs. More than two of five of all employed were in service industries. About three of four of the total were employed full time. Professional and technical workers received a median annual salary of $5,574, but the median wage or salary income for all full-time women workers in 1965 was $3,823. This was 60 percent of the median for full-time men workers. (FP)

VT 003 872 ED 015 297
Earnings in the Machinery Industries, Mid-1966.

Pub Date - Aug67
EDRS PRICE MF-$0.25 HC-$0.28 5p.

*MACHINERY INDUSTRY, *EMPLOYEES, *WAGES, FRINGE BENEFITS, LABOR UNIONS, EMPLOYMENT STATISTICS, INCENTIVE SYSTEMS,

Results of a mid-1966 nationwide survey by the Bureau of Labor Statistics showed that the earnings of production and related nonelectrical machinery workers in 21 large occupational areas varied by occupation, size of establishment, and community, industry, labor-management contract status, and location. The average hourly wage was $2.84. Higher wages were paid in metropolitan areas, in large establishments, in certain regions of the country where labor union contracts existed in larger companies, and in companies producing engines and turbines or farm machinery. Tool and die makers generally had the highest average hourly earning and janitors, porters, and cleaners the lowest. A 3.9 percent hourly wage increase in 1965-66 was substantially higher than the increases in any of the 5 preceding years. Increases were highest in Houston, 5.9 percent, and Minneapolis-St. Paul, 5.2 percent, and were greater for tool and die makers than for material-handling laborers. Approximately one-sixth of the workers were under incentive wage systems, and most had work schedules of 40 hours per week, paid holidays of 6 to 9 days annually, and life, hospitalization and surgical insurance paid for, at least in part by employers. Registered apprenticeship programs covered one-third of the workers. This article is published in the "Monthly Labor Review," August 1967. (JM)

VT 003 878 ED 015 299
Employment of School Age Youth, October 1966, A Special Labor Force Report.

Perrella, Vera C.
Pub Date - Aug67
EDRS PRICE MF-$0.25 HC-$0.36 7p.

*LABOR FORCE, *YOUTH, OUT OF SCHOOL YOUTH, *YOUTH EMPLOYMENT, *STUDENT EMPLOYMENT, UNEMPLOYED, OCCUPATIONS, AGE, PART TIME JOBS, SEX (CHARACTERISTICS), STUDENT ENROLLMENT, EMPLOYMENT STATISTICS, STUDENTS,

Data relating to the civilian noninstitutional population aged 14 to 24 were derived from supplemental questions to the October 1966 monthly survey of the labor force. The growth of the labor force in this age group over the period 1960 to 1967 has been matched by a growth of the same magnitude in employment, 3.3 million, so that the number of unemployed was no greater in 1966 than in 1960. The additional number of employed persons in this age group was divided about equally between students and nonstudents, although the relative increase was much greater for students. Some 5.3 million students were in the labor force in October 1966, nearly 2 million more than in 1960. Moreover, in the past 2 decades the proportion of students among all young workers has doubled. Most of the rise in employment was in professional and technical occupations, in operative jobs for the men, and in clerical and service (except private household) occupations for the women. However, among men in school, the number of additional jobs in white- and blue-collar occupations was about the same, but a substantial rise occurred in the number of service workers. Among men not in school, the rise was chiefly in blue-collar occupations while the number of service jobs remained the same. A total of about 14.5 million of this age group were in the labor force in 1966. The overall labor force participation rate of college students increased 4 percentage points between 1960 and 1966. This document appeared in "Monthly Labor Review," volume 90, number 8, August 1967, and is available as GPO L2.6--90/8 for 75 cents from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. (ET)

VT 003 881   ED (See June 1968 RIE)
The New Five-Day Workweek in the Soviet Union.

Nash, Edmund
Pub Date -   Aug67
DOCUMENT NOT AVAILABLE FROM EDRS   3p.

LABOR STANDARDS, SOCIAL ADJUSTMENT, FOREIGN COUNTRIES, OVERTIME, LABOR LAWS, *WORKING HOURS,
Soviet Union,

It was estimated by the Soviet press that, as a result of a March 1967 decree, about 82 percent of the country's 80 million wage and salary workers would move from the traditional 6 to the 5-day workweek by November of the same year. Under certain production and working conditions, the previous pattern of a 7-hour weekday and a 6-hour Saturday was to be continued. The number of working hours, however, remained at 41 and, presumably, overtime work continued to be forbidden without the permission of trade union and public authorities. When overtime had been allowed, the amount was highly restricted, and premium pay was allowed. According to the Soviet press, a drop in both the accident rate and the rate of sickness-caused absenteeism followed conversion to the 5-day week in the textile industry. Absenteeism dropped as much as 6 percent in some plants. A productivity increase in some enterprises already on the new workweek schedule was also reported. The shorter workweek necessitated a number of adjustments in services used by workers such as transportation, dining facilities, and nursery care, and the longer weekend created the need for more consumer-service workers and additional facilities for such things as traveling, sports, and fishing. This article is published in "Monthly Labor Review," volume 90, number 8, August 1967. (ET)

VT 004 047   ED (See June 1968 RIE)
A Study of the Job and Educational Experience of the 1959 Vocational Agriculture Graduates of Selected North Dakota High Schools.

Priebe, Donald W.
North Dakota Univ., Grand Forks
Research Report-8
Pub Date -   Aug67
EDRS PRICE MF-$0.25 HC-$1.52   36p.

*HIGH SCHOOL GRADUATES, *GRADUATE SURVEYS, VOCATIONAL FOLLOWUP, *VOCATIONAL AGRICULTURE, *EDUCATIONAL EXPERIENCE, *EMPLOYMENT EXPERIENCE, AGRICULTURAL OCCUPATIONS,
North Dakota,

The specific objectives of the study were to determine the present job status, the job or educational status as of October 1959, the highest level and nature of formal educational experiences, the number of different types and grades of jobs held, and the present geographical location of the graduates who had completed 3 or more years of vocational agriculture. About 70 percent, 120, of the 170 mailed questionnaires were returned. Some findings were--(1) 51, 42.5 percent, of the graduates were engaged in agricultural occupations as of October 1959, (2) 68, 56.7 percent, were engaged in agricultural occupations in 1967--43 in production agriculture, 17 in agri-business, and eight in professional agriculture, (3) 20, 16.7 percent, had some college training in agriculture, the same number had nonagricultural college work, 22 had college degrees, and 44 had no formal training beyond high school, (4) 48, 40 percent, had held only one, and 97, 80.8 percent, had held three or fewer different types or grades of jobs, and (5) 80 of the 120 graduates were living in North Dakota, 61 in the communities from which they graduated from high school. It was concluded that more vocational and technical education should be provided, and schools should guide and encourage students to enter these educational programs. It was recommended that more studies of this type be conducted using other graduating groups and control groups. A list of participating schools, the questionnaire, and a bibliography are included. (WB)

VT 005 070
Speeches Presented at Annual Vocational Convention, American Vocational Association, Electro-Mechanical Technology (61st, Cleveland, December 7, 1967).

Pub Date - 7Dec67
MF AVAILABLE IN VT-ERIC SET 30p.

SPEECHES, VOCATIONAL EDUCATION, ELECTROMECHANICAL TECHNOLOGY, *ANALOG COMPUTERS, *ELECTROMECHANICAL TECHNICIANS, SECONDARY SCHOOLS, TECHNICAL EDUCATION, CURRICULUM, *ELECTRONIC TECHNICIANS, *EDUCATIONAL NEEDS, EMPLOYMENT TRENDS, *OCCUPATIONAL INFORMATION, EMPLOYMENT OPPORTUNITIES,
American Vocational Association Convention,

This document contains four speeches on the theme, "Meeting the Need for Computer and Automation Technicians."
"Electro-Mechanical Technology Training in the Secondary School and Its Effect on Post-High School Training," by Jack N. Lindon, discusses curriculum reorganization which will concern itself primarily with the division of skills into three levels to give industry a range of clearly defined skills to be used as an aid in filling the technical gap. Courses at each level are specified. "The Electronic Analog Computer Technician," by Ronald F. Keissling, describes the educational requirements, characteristics, and tasks of analog computer technicians. "Industry Views the Electro-Mechanical Technologies," by C. E. McNeil, outlines projected employment needs, available training programs, and national promotion for recruitment of technicians. "A Practical Look at the Career Opportunities in the Electro-Mechanical Field," by Phillip McGee, explains industry's expectations, educational difficulties, and career potential for technicians. (EM)

VT 005 085
Speech Presented at Annual Vocational Convention, American Vocational Association, Manpower Training Association (61st, Cleveland, December 3, 1967).

Perlberg, A. * Shaal, G.
Pub Date - 3Dec67
MF AVAILABLE IN VT-ERIC SET 19p.

*INTERDISCIPLINARY APPROACH, *RESEARCH METHODOLOGY, *MANPOWER DEVELOPMENT, MANPOWER UTILIZATION, *EMPLOYMENT PROBLEMS, EMPLOYMENT PROJECTIONS, ACTION RESEARCH, OCCUPATIONAL INFORMATION, PLANNING, SURVEYS, EDUCATIONAL PROGRAMS, *WATER TRANSPORTATION OCCUPATIONS, SPEECHES,
Israel, American Vocational Association Convention,

"An Interdisciplinary Approach to the Recruitment, Development, and Utilization of Manpower in Israel's Merchant Marine," by A. Perlberg and G. Shaal, describes a model for interdisciplinary research and analyzes some of the problems inherent in applying this methodology to manpower planning and development. Aimed at the solution of a seafaring manpower shortage problem, a case study of the seafaring occupations in Israel was perceived as applied social research, and "action research" methods were used. The interdisciplinary approach required investigating many factors which had a direct or indirect impact on the problem. A system of nine surveys examined (1) maritime manpower from 1948 to 1962, (2) forecasts of demand for maritime manpower in shipping from 1963 to 1970, (3) nautical education in Israel, (4) institutions of recruitment, operation, and administration of maritime manpower, (5) seamen's working conditions, (6) foreign maritime manpower in Israel's Merchant Marine, (7) welfare services for seamen and their dependents, (8) descriptions of Merchant Marine jobs, and (9) selected social problems in Israel's maritime occupations. The findings of the nine surveys and the intensive involvement of the researchers contributed toward alleviating the problem under study. It was concluded that an interdisciplinary research approach is imperative in other manpower studies to attain optimal results. (ET)

EVALUATION
AND MEASUREMENTS
SECTION

VT 001 922 ED (See July 1968 RIE)
Criteria for Evaluation of Vocational Technical Schools of Connecticut. (Title Supplied).

Connecticut State Dept. of Education, Hartford
Pub Date - 66
EDRS PRICE MF-$1.00 HC-$8.28 205p.

*VOCATIONAL SCHOOLS, *PROGRAM EVALUATION, *GUIDELINES, SELF EVALUATION, *VOCATIONAL EDUCATION, CHECK LISTS, EDUCATIONAL OBJECTIVES, EDUCATIONAL PHILOSOPHY,

Guidelines and criteria for the evaluation of the overall program of the vocational-technical school are provided. Philosophy, objectives, and check lists consisting of provisions, conditions, or characteristics found in good vocational-technical schools are presented for evaluating the following areas--administration, professional staff, trade program, school plant, related departments, audiovisual services, school library, cafeteria, social studies program, English program, physical education, driver education, health services, and the student activity program. Criteria and forms for a summary and conclusion of the evaluation are included. (PS)

VT 002 131 ED 011 060
The Preparation of Youth for Effective Occupational Utilization. A Preliminary Report.

Kaufman, Jacob J.
Pub Date - 65
EDRS PRICE MF-$0.25 HC-$1.24 29p.

*VOCATIONAL EDUCATION, GRADUATE SURVEYS, *PROGRAM EVALUATION, HIGH SCHOOLS, *PROGRAM ATTITUDES, EDUCATIONAL PROGRAMS, *ACADEMIC EDUCATION, EDUCATIONAL ATTITUDES, *HIGH SCHOOL GRADUATES, WORK ATTITUDES, INDIVIDUAL CHARACTERISTICS, SURVEYS, SPEECHES, National Association of Industrial Teacher Educators,

The purpose of the 2-year research project was to study vocational secondary programs and their impact on current manpower utilization and to assess the value of vocational and technical curriculums compared with other offerings. Nine communities, three large, three medium-sized, and three small, in four states were selected on the basis of size, unemployment, degree of unionization, and the type and breadth of vocational programs. Employers, school officials and teachers, trade union officials, and 600 randomly selected graduates from vocational-technical, college preparatory, and general program curriculums between 1960 and 1965 were interviewed. An additional 500 were to be interviewed by a mailed questionnaire and on-the-job quality was to be rated by a supervisor's rating scale. An independent team of experts assessed school programs on the basis of the nature of offerings, physical facilities, organization, and direction of learning. Some findings from preliminary selected data from 1,110 graduates in three cities were--(1) About 84 percent of the vocational graduates felt their schools made a real effort to give them the training necessary for the job, (2) 44 percent chose courses to prepare for a job and 14 percent to prepare for the future, and (3) The parent of the academic graduate made more money and had more education than that of the vocational student. Future manipulation of the data can reveal information concerning mobility, attitude indices, sequential employment, individual cities, and employer attitudes. This paper was delivered at the National Association of Industrial Teacher Educators (Miami, December 6, 1965). (EM)

VT 002 740   ED (See July 1968 RIE)
A Study of the Concurrent Validity of the Minnesota Tests of Creative Thinking, Abbr. Form VII, for Eighth Grade Industrial Arts Students.

Duenk, Lester G.
Minnesota Univ., Minneapolis. Dept. of Industrial Educ.
BR-5-0113
Pub Date - Apr66
EDRS PRICE MF-$1.00 HC-$9.20 228p.

*INDUSTRIAL ARTS, GRADE 8, *CREATIVITY, *CREATIVITY RESEARCH, MALES, *TEST VALIDITY, STUDENT EVALUATION, TESTS,
Minnesota Tests of Creative Thinking,

The primary objective of this study was to establish the concurrent validity of the Minnesota Tests of Creative Thinking, Abbreviated Form VII, (MTCT VII) by determining the relationship between its scores and creative ability as measured by accumulated teacher ratings of industrial arts projects and investigator-developed tests of creativity. The sample included 129 eighth grade male industrial arts students. The Person Product Movement correlation coefficient was used to estimate the concurrent validity of the MTCT VII and to ascertain the relationship between accumulated teacher ratings and the investigator's tests. Multiple regression equations were developed to ascertain which combinations of the variable in the MTCT VII would best predict each of the variables in the investigator's test. Some conclusions were--(1) A facility for supplying detail and supporting ideas on a paper and pencil test may be slightly indicative of creative behavior, (2) The facility to generate unusual ideas may be accompanied by the ability to produce useful products, (3) The junior high students with unusual and useful ideas of a figural nature tend to possess more desirable traits of personality than less creative peers, (4) Behavioral creativity tends to have little relationship, and symbolic creativity no relationship, to measures of standardized achievement, and (5) Both verbal and nonverbal intelligence measures appeared to have a significant but low relationship to specialized performance test measures of figural and behavioral creativity, but insigificant relationships with measures of symbolic creativity. Findings suggest that tne MTCT VII may be measuring other factors than are required by students in the creative performance of industrial arts related tasks. (EM)

VT 002 827   ED (See July 1968 RIE)
School and Community Factors in Employment Success of Trade and Industrial Course Graduates.

Altman, James W. * Morrison, Edward J.
American Inst for Res, Pittsburgh. Inst for Perf Technol
AIR-E26-8/66-FR
Pub Date - Aug66
EDRS PRICE MF-$1.25 HC-$11.28 280p.

*HIGH SCHOOL GRADUATES, COMPREHENSIVE HIGH SCHOOLS, VOCATIONAL HIGH SCHOOLS, *TRADE AND INDUSTRIAL EDUCATION, *SCHOOL COMMUNITY

RELATIONSHIP, JOB PLACEMENT, *EMPLOYMENT PROGRAMS, PROGRAM EVALUATION, *PROGRAM IMPROVEMENT,

The study was conducted to (1) identify school and community factors related to the placement and employment success of trade and industry course graduates from vocational and comprehensive public high schools, and (2) develop broad recommendations for improvement of the placement and employment performance of schools. Selected from a previous study were 16 school-community systems, eight comprehensive and eight vocational, whose graduates were relatively successful in obtaining jobs related to their training, staying employed, and deriving satisfaction from their work. Another set of 16 schools, whose graduates were relatively unsuccessful by the same success criteria, was selected. Data were collected by interviews with representatives of each school, community organizations, labor unions, employers, and Employment Security Offices, and by a 75 percent return of mailed graduate assessment sheets. Relations between characteristics of the school-community systems and placment-employment success of graduates were studied by a variety of statistical and analytic techniques. The major factor distinguishing between successful and unsuccessful school-community systems was the role of the school in placing graduates. Superior job placement was achieved when school personnel helped with placement in an organized, active placement program. Favorable relations between the school and major elements of the community, especially in contacts between them, were found to be essential for a successful placement program. The instruments, data collected, and school-community system characteristics examined are included in the appendixes, a major part of the document. (MM)

VT 003 393   ED (See June 1968 RIE)
Using Benefit-Cost Analysis in Planning and Evaluating Vocational Education.

Davie, Bruce F.
Pub Date -   Nov65
EDRS PRICE MF-$0.25 HC-$0.88   20p.

*VOCATIONAL EDUCATION, *COST BENEFIT ANALYSIS, EVALUATION TECHNIQUES, EDUCATIONAL RESOURCES, COMMUNITY BENEFITS, EDUCATIONAL OBJECTIVES, EDUCATIONAL BENEFITS, PROGRAM COSTS, *PROGRAM PLANNING, *PROGRAM EVALUATION, *RESOURCE ALLOCATIONS,

Basic elements involved in analysis by rational resource allocation are applied to vocational education. To improve the efficiency of use of allocated resources, the relationships between application of resources to a particular program and attainment of objectives can be determined by benefit-cost analysis, the ratio of the present value of future benefits to the present value of future costs. Costs and benefits of particular vocational programs must be analyzed from the viewpoints of both the individual student and society. The derived ratios are the societal benefit-cost ratio of a program. A variation of benefit-cost analysis treats benefits as an unknown in an equation including known costs, number of students, and an arbitrarily selected benefit-cost ratio. Some limitations of using benefit-cost analysis for evaluating vocational education and as a basis for making public expenditure decisions in the field are--(1) Different people have different money values so that what is dollar value to one may not be to another, (2) The search for the best possible programs is limited to only those proposed, (3) It is difficult to assess the value of intangible benefits which cannot be measured in dollar terms, and (4) Considering program value from only a local viewpoint may result in maintaining or rejecting one in conflict with the aggregate or national interest. Despite possible limitations, use of benefit-cost analysis appears desirable in evaluating and planning vocational education at the state and local levels because it identifies current or proposed programs in which probable economic benefits do not justify the actual or prospective expenditures. The appendix contains a precise formulation of the benefit-cost analysis methods. (WB)

VT 003 562   ED (See June 1968 RIE)
The Development and Testing of an Evaluation Model for Vocational Pilot Programs. Final Report.

Tuckman, Bruce W.
Rutgers State Univ., New Brunswick, N.J.
Pub Date - Jul67
EDRS PRICE MF-$0.50 HC-$4.24 104p.

CURRICULUM EVALUATION, *PROGRAM EVALUATION, *EVALUATION METHODS, MODELS, *PILOT PROJECTS, STUDENT TESTING, *VOCATIONAL EDUCATION, RECORDKEEPING, DATA PROCESSING, EDUCATIONAL OBJECTIVES, INFORMATION DISSEMINATION, MANUALS, LITERATURE REVIEWS, EDUCATIONAL PROGRAMS, TESTS,
CHECK Technique,

The objectives of the project were (1) to develop an evaluation model in the form of a how-to-do-it manual which outlines procedures for obtaining immediate information regarding the degree to which a pilot program achieves its stated final objectives, (2) to evaluate this model by using it to evaluate two ongoing pilot programs, and (3) to conduct a clinic for the dissemination of this information to those responsible for evaluating pilot programs. The Curriculum Hierarchy for the Evaluation of Course Knowledge (CHECK Technique) which was developed is based upon the analysis of the final task or objective of a program or curriculum stated in behavioral terms with identification of a hierarchy of tasks and subtasks prerequisite to satisfactory performance. A test, written to assess learning in this hierarchy is administered to students in two or more pilot programs within a specific content area. Both between-course and within-course comparisons are possible. The CHECK technique was evaluated by applying it to several ongoing courses in data processing and agri-business pilot programs. It was able to differentiate among the different courses on the basis of student performance on the final course objectives. It also had diagnostic values. However, some revision of the behavioral hierarchy was needed. The evaluation model was explained at a workshop primarily for state directors and supervisors of vocational programs. Included in the appendixes are the model tests used to evaluate pilot programs in data processing and agribusiness and the "Manual for Evaluating Educational Programs--The CHECK Technique." The document also presents and discusses the schematic model forms. (MM)

VT 003 581   ED (See July 1968 RIE)
A Summary of Studies in Achievement of Vocational Agriculture Graduates in College.

McClelland, John B.
Iowa Agriculture and Home Econ. Experiment Station, Ames
Iowa State Univ of Sci and Tech, Ames. Dept of Education
Iowa St Dept of Public Instr, Des Moines. Vocat Agr Sect.
Pub Date - 65
EDRS PRICE MF-$0.25 HC-$1.80 43p.

*HIGH SCHOOL GRADUATES, *VOCATIONAL AGRICULTURE, *COLLEGES, AGRICULTURAL COLLEGES, *ACADEMIC ACHIEVEMENT, *LEADERSHIP, BIBLIOGRAPHIES, EDUCATIONAL RESEARCH, RESEARCH REVIEWS (PUBLICATIONS), GRADUATE SURVEYS,

Twenty-seven studies are included in this synthesis of research on the appropriateness of high school vocational agriculture students going on to agricultural colleges. Most of the studies involved statistical significance treatment. The studies are organized into sections--(1) comprehensive, (2) achievement in leadership activities, (3) scholastic achievement in various colleges, (4) overall scholastic achievement in colleges of agriculture, and (5) achievement in basic science courses, agricultural engineering courses, and other areas of technical agriculture such as poultry science, the dairy industry, animal science, and agronomy. The significance of the findings relative to enrollment, education, employment, and college achievement is discussed. Former students of vocational agriculture do as well or better than those without vocational agriculture in agricultural colleges. There was some indication that vocational agriculture students who took less than the average amount of science and mathematics in high school had more difficulty in some beginning college courses than those who took more than the average amount. However, the students who had vocational agriculture in high school did better in some beginning college agricultural courses and botany. Vocational agriculture graduates seemed to participate more in leadership activities in college and rural communities than nonvocational agriculture graduates. (JM)

VT 003 683 ED 014 587
National Typing Test Norms.

Droege, Robert C.
Pub Date - 66
EDRS PRICE MF-$0.25 HC-$0.32 6p.

*TYPEWRITING, *NATIONAL NORMS, *TESTS, TEST INTERPRETATION,

The U.S. Employment Service (USES), in cooperation with 18 State Employment Services, conducted a study to develop national typing test norms for use in interpreting test scores on typing tests. Only employed workers required to use a typewriter an average of at least 1 hour per day were included in the sample. The test administered was one of the USES typing test forms recently developed. The time limit was 5 minutes. A total of 2,659 individuals was tested, 1,320 on electric and 1,339 on manual typewriters, in 1960 and 1961. Elimination of cases was done to achieve percentage distributions of age, education, sex, and industry in the norm samples as close as possible to those for the population of employed typists, stenographers, and secretaries. Final samples consisted of 881 tested on electric and 881 tested on manual typewriters. Tables of data show the need for separate norms for manual and electric typewriters. Results indicate that operators of electric typewriters develop greater speed, but not greater accuracy. This article is published in "Personnel Journal," volume 45, number 1, January 1966. (PS)

VT 003 699   ED 015 278
The Development of Achievement Measures for Trade and Technical Education.

Baldwin, Thomas S.
North Carolina State Univ., Raleigh.
BR-5-1319
Pub Date -   66
EDRS PRICE MF-$0.25 HC-$0.72   16p.

CURRICULUM, RESEARCH PROJECTS, *ACHIEVEMENT TESTS, *TEST CONSTRUCTION, *TRADE AND INDUSTRIAL EDUCATION, TECHNICAL EDUCATION, AUDITORY DISCRIMINATION, TEST SELECTION,
North Carolina,

During this period from September 1 through November 30, 1966, 35 field consultants completed analysis of their individual trade and technical curriculums. These analyses were developed into an outline to serve as a guide for developing achievement tests. The final outline was divided into as many different areas as the consultants felt necessary to represent independent areas of instruction. Each independent area was then subdivided to detail the various elements of the curriculum. The breakdown will be used to insure a test item pool representative of all areas of the curriculum. Reference tests with known reliability and validity are being evaluated to determine which would be most appropriate in the initial test battery as a basis for comparing project test results. Twelve North Carolina technical institutes participated in the initial phase of the project, and 10 additional institutions have agreed to participate in administering the preliminary forms of the test. Methods and techniques of evaluating the preliminary forms and the problems of data storage and retrieval have been studied. Experimental studies of kinesthetic sensitivity were conducted and apparatus built to investigate this area in more detail. Auditory response and its relationship to achievement in several of the vocational areas was investigated, and high-fidelity recording equipment has been requisitioned to record normal and abnormal sounds for diagnostic work in auto mechanics, machine shop, and radio-TV repair. Two papers are given in the appendixes--"Use of Objectives in Item Construction" and "Auditory Diagnosis Study." (HC)

VT 003 815   ED 014 592
Effects of Practice on Aptitude Scores.

Droege, Robert C.
Pub Date -   66
EDRS PRICE MF-$0.25 HC-$0.28   5p.

*APTITUDE TESTS, *TEST RESULTS, TEST INTERPRETATION, TEST VALIDITY, EXPERIENCE, LONGITUDINAL STUDIES, *COMPARATIVE TESTING, PRETESTING, POST TESTING, EMPLOYEES, EMPLOYMENT SERVICES,
General Aptitude Test Battery,

Research was undertaken by the United States Employment Service to investigate the relationship between the effects of practice on test taking and the length of time between initial testing (practice) and retesting (See also VT 003 819). The design involved testing a sample of State Employment Security agency employees with the General Aptitude Test Battery (GATB) and dividing this sample into 3 subsamples, each subsequently retested with an alternate form of the test at 1-, 2-, or 3-year intervals. Sample subjects were chosen in the 25-to-34 year age range, the interval during which the effects of maturation and aging upon GATB scores appear to be minimal. Major findings were--(1) Practice significantly affected all aptitude scores in each subsample, (2) The initial GATB score level is a factor in the size of increase for numerical and spatial aptitudes, and (3) Over the time span of the study there was no deterioration in the size of the relationship between initial testing and retesting for any aptitude. A practical implication of the latter finding is that retesting an individual with aptitude tests will generally be unnecessary unless he is exposed to training or experience that would be likely to affect his aptitudes. This article is published in the "Journal of Applied Psychology," volume 50, number 4, 1966. (ET)

VT 003 816 ED 014 593
Effects of Aptitude-Score Adjustments by Age Curves on Prediction of Job Performance.

Droege, Robert C.
Pub Date - 67
EDRS PRICE MF-$0.25 HC-$0.32 6p.

*APTITUDE TESTS, *TEST VALIDITY, COMPARATIVE TESTING, *PREDICTIVE ABILITY (TESTING), LONGITUDINAL STUDIES, PREDICTIVE VALIDITY, *AGE DIFFERENCES, *PERFORMANCE, NONPROFESSIONAL PERSONNEL, General Aptitude Test Battery,

This study was conducted by the United States Employment Service to examine one aspect of the interrelationship of aptitudes, job performance, and age--specifically, to determine the relative validity of unadjusted and age-adjusted General Aptitude Test Battery (GATB) aptitude scores for predicting occupational success. Eleven longitudinal occupational validation studies, conducted on samples varying in size from 56 to 124 cases, were selected for the analysis. For each sample the validities of unadjusted and age-adjusted aptitude scores for predicting occupational success were compared for the nine GATB specific aptitude measures. Although differences between validities tended to be small, the results indicated that in some instances aptitude scores adjusted for age have validities that are significantly different from validities of unadjusted scores. The direction of the difference is dependent on the occupation, the age range represented in the sample, and the particular aptitude. This article is published in the "Journal of Applied Psychology," volume 51, number 2, 1967. (ET)

VT 003 819 ED 010 702
ATB Longitudinal Maturation Study.

Droege, Robert C.
Pub Date - May66
EDRS PRICE MF-$0.25 HC-$0.60 13p.

*APTITUDE TESTS, COMPARATIVE TESTING, PREDICTIVE ABILITY (TESTING), LONGITUDINAL STUDIES, *MATURATION, *TEST RESULTS, HIGH SCHOOL STUDENTS, TEST INTERPRETATION, *TEST EVALUATION, EXPERIENCE, CONTROL GROUPS, APTITUDE,
General Aptitude Test Battery,

Three large-scale longitudinal studies were conducted by the United States Employment Service to increase the usefulness of the General Aptitude Test Battery (GATB) for counseling high school students (See also VT 003 815). The final sample of the first study consisted of 26,708 ninth, tenth, eleventh, and twelfth grade students, all tested with the GATB in 1958, and those in the lower grades retested in the twelfth grade. Results were--(1) Stability coefficients were highest for the eleventh grade sample and lowest for the ninth grade sample, (2) The interval between initial testing and retesting had very little relationship to the size of practice effect, (3) Maturation increases were largest between the ninth and twelfth grade and smallest between the eleventh and twelfth grade, and (4) Occupational Aptitude Pattern (OAP) stability was increased through use of a "band" around the cutting scores, the width of the band for each aptitude in the norms for a particular OAP being equal to one standard error of measurement. The results showed that individual differences in rates of maturation or ability to benefit from practice have an adverse effect on aptitude stability, with some aptitudes and some OAP's having stability coefficients too low to be considered useful in counseling in lower high school grades. This article is published in "The Personnel and Guidance Journal," volume 44, number 9, May 1966. (ET)

VT 003 889   ED (See June 1968 RIE)
An Assessment of Typewriting Skills in the Secondary Schools of the State of Utah in Relation to Job Entry Requirements.

Pehrson, Patsy May
Utah State Res. Coord. Unit for Voc.-Tech. Educ.
Pub Date -   67
EDRS PRICE MF-$0.75 HC-$5.24   129p.

*TYPEWRITING, *PROGRAM EFFECTIVENESS, *JOB SKILLS, TIME FACTORS (LEARNING), *PROGRAM LENGTH, CLASS SIZE, SCHOOL SIZE, GRADE ORGANIZATION, HOMEWORK, STUDENT TESTING, *ACHIEVEMENT GAINS, HIGH SCHOOLS,
Utah,

The purpose of this study was to determine how many semesters of typewriting should be offered to an able student to attain employable skill. The influence of the following factors on typewriting achievement was studied--(1) student grade level, (2) class size, (3) school size, (4) length of class period, (5) use of manual or electric typewriters, (6) homework assignments, and (7) additional typewriting instruction. The Students Typewriting Tests, Typewriting II, Second Semester, of the United Business Education Association, were administered to 853 junior and 781 senior high school students selected throughout the state on a proportional, stratified random sample basis according to the size of the school. Federal Civil Service and Utah Employment Security employment standards were used to judge achievement level. Findings based on an analysis of variance of the data included--(1) A significant difference was found between the average gross-words-per-minute rate between first-, second-, third-, and fourth-semester students with the rate increasing with each additional semester of instruction, (2) No significant difference was found between fourth-, fifth-, or sixth-semester students, and (3) 8.6 percent of the junior high school and 9.5 percent of the senior high school students tested met Federal Civil Service requirements. Some recommendations were that the fifth and sixth semesters of typewriting instruction be dropped, junior high students be permitted to take two semesters of typewriting, class length be 45 minutes, and classes have enrollments of 41 or more students. (PS)

VT 004 117   ED (See July 1968 RIE)
A Follow-Up of New York State High School Bookkeeping Students. Final Report, BOR 3 and 13.

Fairbank, R. E.
New York State Univ., Albany. Dept. of Business Education
New York State Educ Dep, Albany. Bur of Occup Educ Res.
Pub Date - Sep67
EDRS PRICE MF-$2.00 HC-$19.48 485p.

*HIGH SCHOOL GRADUATES, *BOOKKEEPING, *BUSINESS EDUCATION, JOB SKILLS, *BUSINESS SKILLS, VOCATIONAL FOLLOWUP, *GRADUATE SURVEYS, New York,

The major purposes of this study were to determine the extent to which the skills and knowledges included in the New York State syllabus for Bookkeeping I and Bookkeeping II courses had been used by former bookkeeping students in their business life, post-high school education, and personal life and the extent to which certain new practices not included in the syllabus had been used. During 1966 questionnaires were mailed to a sample group of 5,814 students who had completed Bookkeeping I or II during 1960-61 and responses were received from 2,064 students, 3.6 percent of all public high school bookkeeping students in the State that year. Of the respondents, about 31 percent had taken Bookkeeping I only, 27 percent had terminated their bookkeeping study with Bookkeeping II, and 34 percent had bookkeeping at the post-high school level. Of all respondents, 41 percent had worked in bookkeeping jobs, and 24 had used their bookkeeping skills in nonbookkeeping office-store jobs. The greater the amount of formal bookkeeping education, the greater was the probability that the student had used the bookkeeping vocationally. Of 178 specific bookkeeping skills and knowledges analyzed, the most frequently used were adding machine listing, receipts, purchase orders or invoices, sales invoices or orders, petty cash vouchers, credit or debit memorandum, and payroll envelopes or checks. For personal use, money orders, bank deposits, federal or state income tax forms, checkbooks, W-2 withholding statements, sales slips, receipts, and applications for social security numbers were the most frequently used bookkeeping items. Significantly, many items not included in the syllabus had been used frequently or occasionally by a greater number of students than many of the items included. (PS)

VT 004 128   ED 015 325
Guiding Principles for Evaluation Under the Vocational Education Act of 1963.

Krebs, Alfred H.
Pub Date - Apr65
EDRS PRICE MF-$0.25 HC-$0.20 3p.

*VOCATIONAL AGRICULTURE, *PROGRAM EVALUATION, EVALUATION NEEDS, *GUIDELINES,
Vocational Education Act of 1963,

Teachers, supervisors, and administrators of vocational agriculture programs should develop and implement a sound philosophy of continuing evaluation at the local, state, and national levels to provide information on program results and kinds of adjustments needed prior to the mandatory national advisory council evaluations. Sixteen guiding statements for planning and conducting evaluation were formulated from references to evaluation in the Act. Examples are -- (1) The effective and adequate evaluation of vocational agriculture will be largely dependent upon data gathered by vocational agriculture teachers, (2) Evaluations of vocational agriculture will be presented in a form which will develop a public awareness of basic strengths of the program, (3) The major emphasis will be on studying the success with which students have been placed in jobs or in programs of continuing education, (4) Each part of the program will have procedures for continuing evaluation, and (5) Continuing evaluation of vocational agriculture programs can best be accomplished by local citizen's advisory groups. If programs need to be changed, leaders in vocational education should be the first to recognize the need for improvement. The required national evaluation represents that which should have been done by vocational agriculture personnel in the past. This article is published in "The Agricultural Education Magazine," volume 37, number 10, April 1965. (WB)

VT 004 151 ED (See June 1968 RIE)
Manual for the General Aptitude Test Battery. Section II, Norms, Occupational Aptitude Pattern Structure.

Employment Service, Washington, D.C.
Pub Date - Jun66
DOCUMENT NOT AVAILABLE FROM EDRS 68p.

APTITUDE, *EMPLOYMENT POTENTIAL, *OCCUPATIONS, *TEST INTERPRETATION, *APTITUDE TESTS, CODIFICATION, INDEXES (LOCATERS), General Aptitude Test Battery,

The nine aptitudes measured by the General Aptitude Test Battery are intelligence, verbal aptitude, numerical aptitude, spatial aptitude, form perception, clerical perception, motor coordination, finger dexterity, and manual dexterity. This manual presents (1) percentile equivalents of aptitude or standard scores for adults, 10th graders, and 9th graders, (2) minimum intelligence scores for three types of colleges, (3) a description of the occupational aptitude pattern structure, (4) the occupational aptitude patterns for 753 occupations, and (5) an alphabetical index of these occupations. The aptitude patterns consist of the most significant aptitudes and the critical scores established as minimum scores for a group of occupations having similar aptitude requirements. The titles and codes for the occupations shown are taken from the Dictionary of Occupational Titles. This document is available as L7.25/3--AP8/3/Sec. II for 45 cents from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. (MM)

VT 004 154 ED (See July 1968 RIE)
An Appraisal of Instructional Units to Enhance Student Understanding of Profit-Maximizing Principles. Appendix to Final Report.

Barker, Richard L.
Ohio State Univ., Columbus. Research Foundation
BR-6-8763
Pub Date - Aug67
EDRS PRICE MF-$1.00 HC-$9.52 236p.

*UNITS OF STUDY (SUBJECT FIELDS), *TEACHING METHODS, *CURRICULUM EVALUATION, STUDENT CHARACTERISTICS, TEACHER CHARACTERISTICS, *VOCATIONAL AGRICULTURE, EXPERIMENTAL GROUPS, CONTROL GROUPS, COMPARATIVE ANALYSIS, GRADE 11, GRADE 12, *FARM MANAGEMENT, BIBLIOGRAPHIES,

Twenty-two Ohio high schools offering vocational agriculture to 262 junior and senior students participated in a study to measure the relative effectiveness of farm management instructional units designed to enhance student understanding of basic profit-maximizing principles when used in teaching vocational agriculture students in the school classroom. Six schools acted as controls and taught farm management in the traditional manner, seven acted as a pilot-block and taught from the prepared unit in an uninterrupted 6-week period, and nine were designated as a pilot-integrated group to teach the same material during a 5-month period. An evaluative posttest consisting of 45 multiple-choice questions served as the primary method of instructional unit evaluation. The pilot-block group received the highest scores on the posttest followed by the pilot-integrated and control groups. Student understanding of profit-maximizing principles was significantly associated with student year in vocational agriculture, student years of farm experience, student I.Q., and number of teachers in the vocational agriculture department. It was concluded that the profit-maximizing principles approach to farm management instructi4n greatly strengthened this phase of the vocational agriculture curriculum. The extra teacher preparation and teaching efforts required tended to result in greater student interest and achievement. The appendixes list profit maximizing principles, cooperating teachers and schools, correspondence, instruments, related data, and a bibliography. The study is summarized in VT 004 155. (WB)

VT 004 155 ED (See July 1968 RIE)
An Appraisal of Instructional Units to Enhance Student Understanding Of Profit-Maximizing Principles. Research Series in Agricultural Education.

Barker, Richard L. * Bender, Ralph E.
Ohio State Univ., Columbus. Dept. of Agr. Education
BR-6-8763
Pub Date - Aug67
EDRS PRICE MF-$0.25 HC-$2.04 49p.

*UNITS OF STUDY (SUBJECT FIELDS), *TEACHING METHODS, *CURRICULUM EVALUATION, *VOCATIONAL AGRICULTURE, GRADE 11, GRADE 12, *FARM MANAGEMENT, STUDENT CHARACTERISTICS, TEACHER CHARACTERISTICS, EXPERIMENTAL GROUPS, CONTROL GROUPS, COMPARATIVE ANALYSIS, BIBLIOGRAPHIES, Twenty-two selected Ohio vocational agriculture teachers and 262 junior and senior vocational agriculture students participated in a study to measure the relative effectiveness of newly developed instructional units designed to enhance student understanding of profit-maximizing principles in farm management. Farm management was taught in the traditional manner in the control group of six schools. The newly developed instructional units were used in an uninterrupted sequence of approximately 6 weeks in the seven schools serving as a pilot-block group, andthe same material integrated with other subject matter was used in nine schools designated as the pilot-integrated group. The pilot-block group of students obtained the highest scores on the posttest which measured the understanding of profit-maximizing principles, followed by the pilot-integrated and control groups. Of 13 variables studied, only four were significantly associated with an understanding of profit-maximizing principles--student year in vocational agriculture, student years of farm experience, student I.Q., and number of teachers in the vocational agriculture department. The pilot teachers were strongly in favor of using the developed instructional units and found them challenging, time consuming, and requiring extra preparation, but the extra efforts required tended to result in greater student interest and achievement. It was recommended that the instructional units be revised, based on the findings of this study, and used with a larger student sample selected at random throughout the state. The appendixes contain a bibliography and posttest scores for all participating schools. This is a digest of a Ph.D. dissertation. The complete study is available as VT 004 154. (WB)

VT 004 261 ED (See June 1968 RIE)
An Evaluation of a Summer Institute to Train Instructors of Instrument Technology. Final Report.

Schnelle, Karl B., Jr.
Instrument Society of America, Pittsburgh, Pa.
BR-7-8021
Pub Date - Aug67
EDRS PRICE MF-$0.50 HC-$2.40 58p.

*PROGRAM EVALUATION, *SUMMER INSTITUTES, *TEACHER EDUCATION, *INSTRUMENTATION, INSTRUCTIONAL PROGRAMS, *TECHNICAL EDUCATION, TRADE AND INDUSTRIAL EDUCATION,

An evaluation was made to determine the adequacy and the effectiveness of a 1966 summer institute held at the State University of New York Agricultural and Technical College, Morrisville, New York. Further objectives were to constructively criticize the approach taken, to suggest changes for succeeding programs, and to formulate plans for the dissemination of information pertaining to the teaching of instrumentation technology. The evaluation was conducted by a four-member regional visitation committee and a six-member central evaluation committee with all members knowledgable in the areas of instrumentation and education. It was concluded by both committees that the program was successful and outstanding, particularly in the area of facilities, dedication of staff, and the technical information on instrumentation technology that was presented to the participants. However, the program was deficient due to the heterogeneous background of the participants and the lack of presentations on how to teach. Some of the recommendations made by the central evaluation committee were that (1) the U.S.

Office of Education should sponsor similar programs, (2) future programs should be directed toward the selection of a more homogeneous group, (3) the 8 weeks of study should be reduced to 4 to 6 weeks, and (4) emphasis should be placed on the pedagogical aspects of instrumentation teaching. (HC)

VT 005 078
Speeches Presented at Annual Vocational Convention, American Vocational Association, Evaluation (61st, Cleveland, December 5, 1967).

Pub Date - 5Dec67
MF AVAILABLE IN VT-ERIC SET 41p.

*PROGRAM EVALUATION, *VOCATIONAL EDUCATION, *POST SECONDARY EDUCATION, *COOPERATIVE EDUCATION, TECHNICAL EDUCATION, *COST BENEFIT ANALYSIS, SPEECHES,
American Vocational Association Convention,

The document contains three complete speeches and summaries of two presentations and reactions to them. "The Role of Cost-Benefit Analysis in the Evaluation of Vocational and Technical Education," by J. J. Kaufman, explains cost-benefit analysis in terms of its logic and meaning, some misconceptions, problems and limitations, and the conclusions of a study by the Institute for Research on Human Resources at the Pennsylvania State University. J. P. Hudson appeals for a maximum effort to provide vocational-technical training at post-secondary levels to meet changing conditions. Summaries of two presentations on the topic, "Merits of the Essential Principles of Cooperative Part-Time Education Programs" discuss related instruction, the role of the vocational teacher, the training station, the training plan, and the responsibilities of the coordinator. The reactions to these presentations by a high school principal and an industry representative are summarized. "Evaluation of On-The-Job Training," by E. J. Burgess, discusses forms of evaluation such as the training plan, the progress report, tests, followup surveys, program reviews and evaluations, and documented statements from businessmen, students and parents. (JM)

FACILITIES
AND EQUIPMENT
SECTION

VT 001 862 ED (See July 1968 RIE)
Planning Industrial Arts Shops (For Secondary Schools).

Wagner, Willis H.
Iowa State Coll., Cedar Falls.
Educational Service Publication-31
Pub Date - 66
DOCUMENT NOT AVAILABLE FROM EDRS 33p.

SECONDARY SCHOOLS, *INDUSTRIAL ARTS LABORATORIES, INDUSTRIAL ARTS, *SCHOOL DESIGN, *SCHOOL PLANNING,

School officials, architects, and teachers can use this manual in planning school shops. Some of the topics discussed are (1) types of shops, (2) the major steps of school planning, (3) the building program sequence, (4) the preparation of educational specifications, (5) preliminary plans and drawings, (6) principles of equipment layout, (7) instructor's specifications, (8) detail drawings, (9) general building standards and recommendations, (10) storage of tools, equipment, and supplies, and (11) project storage. A bibliography of books, manuals, and periodicals dating from 1956 to 1966 is given. This document is available for $1.00 from Extension Service, State College of Iowa, Cedar Falls, Iowa 50613. (EM)

VT 002 001 ED (See June 1968 RIE)
Building Facilities, Vocational, Industrial, Technical Education.

Pennsylvania State Dept of Public Instruction, Harrisburg
AVTS-V
Pub Date - Apr66
EDRS PRICE MF-$0.25 HC-$1.40 33p.

*AREA VOCATIONAL SCHOOLS, GUIDES, *SCHOOL PLANNING, *SCHOOL CONSTRUCTION, FEDERAL AID, EDUCATIONAL FINANCE, BUILDING DESIGN, Pennsylvania,

The purpose of this manual is to suggest general procedures and provide a reference guide to teachers, administrators, architects, and shop building specialists in planning the technical school building. Areas of information included are (1) planning and development of the educational program and building facility before the architect begins work, (2) timetable for construction and financing showing general steps and average time required for planning and construction, (3) the building project progress record, procedural steps, and forms to be used, (4) check and approval of shop and laboratory building plans, (5) recommended shop and laboratory sizes and floor types, (6) general principles of shop and laboratory design, (7) shop layout and equipment principles, (8) State construction policies, procedures, and reimbursements, (9) federal funds for building construction under the Vocational Education Act of 1963, including instructions for submitting applications, (10) federal funds for building construction under the Appalachian Regional Development Act including instructions for submitting applications, and (11) labor standards provisions applicable to federally financed and assisted construction. It is essential to have cooperative planning with exchange of information and ideas among administrators, teachers, state department supervisors, advisory committees, and the architect. (MM)

VT 004 166 ED (See June 1968 RIE)
Materials and Structural Design Seminar for Vocational-Tech Schools.

Davis, J. Clark
Nevada Univ., Reno. School Plant Planning Lab.
BR-7-0658
Pub Date - Jun67
EDRS PRICE MF-$0.50 HC-$4.52 111p.

*EDUCATIONAL FACILITIES, *VOCATIONAL SCHOOLS, *SCHOOL PLANNING, *CONFERENCES, SCHOOL CONSTRUCTION, VOCATIONAL EDUCATION, TEACHING MODELS, SCHOOL BUILDINGS, SCHOOL ARCHITECTURE, PHYSICAL ENVIRONMENT, Southern Nevada Vocational Technical Center, Materials and Structural Design Seminar for Vocational-Tech Schools,

This national conference was attended by 137 persons who had an interest in vocational technical school facilities. The primary focus of the conference was the new Souhtern Nevada Vocational Technical Center which was the specific subject of two papers and the question-answer session. Conference presentations included (1) "A Road to Quality Vocational Facilities," by S.J. Knezevich, (2) "A Systems Approach to School Construction," by John Boice, (3) "The Birth of a New Vocational-Technical Center," by Clayton Farnsworth, (4) "Architectural Features of the Southern Nevada Vocational-Technical Center," by William Blurock, (5) "The Integrated Ceiling," by Harris Sharp, (6) "Teaching and Educational Models," by Al Russell, and (7) "Thermal Environments," by Norman Rutgers. The transcript of the question and answer session is also included. The appendix includes a list of conference consultants, planners, and participants. (EM)

VT 004 659 ED (See July 1968 RIE)
Vocational-Technical Facilities Project. Progress Report.

Valentine, I.E. * Conrad, M.J.
Ohio State Univ., Columbus. Center for Voc. Educ.
Pub Date - Oct67
EDRS PRICE MF-$0.50 HC-$5.04 124p.

RESEARCH PROJECTS, *SCHOOL BUILDINGS, *FACILITY GUIDELINES, ENROLLMENT PROJECTIONS, *VOCATIONAL EDUCATION, CURRICULUM, TECHNICAL EDUCATION, EDUCATIONAL PLANNING, VOCATIONAL SCHOOLS, OCCUPATIONAL CLUSTERS, EDUCATIONAL TRENDS,

In the first phase of a project for developing planning guides for vocational facilities, the overall direction of a series of planning guides is being determined. In the second phase at least one planning manual will be developed to serve as a model for the full series. A local working group composed of three specialists from The Center for Vocational and Technical Education, three plant planners from the Educational Administration and Facilities Unit, three representatives from the State Department of Education, three local school officials, and three architects met regularly throughout the planning phase. Consultants met with the local working group in six preliminary meetings and presented papers--(1) "Future Trends in Vocational-Technical Education" by M.L. Barlow, (2) "The Need and Value of Educational Planning" by W.F. Clapp, (3) "Vocational-Technical Curriculums and Their Translation into Facilities" by J. Nerden, (4) "Form and Content of Educational

Specifications Which will Best Meet Needs of the Architect" by J.L. Reid, (5) "The Relative Advantages of Core Vocational-Technical Facilities" by J.F. Standridge, and (6) "The Continuous Progress School Building" by D.W. Allen. The proceedings of a 2-day interaction seminar with 33 participants, vocational-technical facility needs projections, and a checklist of tentative criteria for evaluating a facility planning guide are included. (MM)

VT 005 076
Speeches Presented at Annual Vocational Convention, American Vocational Association, Educational Facilities (61st, Cleveland, December 5, 1967).

Pub Date - 5Dec67
MF AVAILABLE IN VT-ERIC SET 27p.

SPEECHES, *EDUCATIONAL FACILITIES, ACADEMIC EDUCATION, *VOCATIONAL EDUCATION, *EDUCATIONAL ENVIRONMENT, *BUILDING INNOVATION, DESIGN NEEDS, BUILDING DESIGN, FLEXIBLE FACILITIES,
American Vocational Association Convention,

The document contains two speeches. "What's New in Vocational-Technical Education Facilities," by Michael S. Russo discusses the need to fuse academic and vocational curriculums into a comprehensive system of education. Vocational education is applicable to almost any academic subject. The struggle to incorporate and then emphasize vocational aspects of education in the development of today's youth is reflected by the way space in which to teach vocational-technical programs is allocated. The use of inadequate structures indicates the low priority and status granted to vocational technical education. Several educational facilities have recently been constructed to house quality vocational-technical programs. Features of facilities for programs at Oklahoma State Tech, Quincy, Massachusetts, St. Paul Vocational-Technical School, Atlanta Area Vocational School, Kenosha Technical Institute, Miami-Dade Junior College, and Southern Nevada Vocational Technical Center are described. "Planning and Construction of Vocational Educational Facilities," by Keith Stoehr discusses planning a suitable educational environment. This planning must include identifying the philosophy and objectives of the class or program to be conducted within the educational facility. The special area needs of classroom functions, special equipment, traffic patterns, and storage must also be considered to create the proper educational environment. The Kenosha Technical Institute, working with a qualified architect, developed facility ideas and justifications which include a 50 acre campus to give a feeling of largeness and freedom, five buildings to allow classroom grouping by function to simplify services, instructional television to augment the educational program, a resource center to serve the students, carpeting for comfort and esthetic value, and corner rooms for better use of classroom space. (HC)

INDIVIDUALS
WITH SPECIAL NEEDS
SECTION

VT 001 799   ED (See June 1968 RIE)
The Youth We Haven't Served, A Challenge to Vocational Education.

Kemp, Barbara H.
Office of Education, Washington, D.C.
OE-80038
Pub Date - 66
DOCUMENT NOT AVAILABLE FROM EDRS   59p.

*VOCATIONAL EDUCATION, *DISADVANTAGED YOUTH, *PROGRAM DEVELOPMENT, ECONOMIC DISADVANTAGEMENT, STUDENT CHARACTERISTICS, STUDENT NEEDS, PROGRAM PLANNING, SCHOOL COMMUNITY RELATIONSHIP, PROGRAM ADMINISTRATION,

Characteristics of the socioeconomically handicapped, steps which must be taken to help them succeed in regular vocational programs, and the opportunities opened for them by the provisions of the Vocational Education Act of 1963 are described. Poverty, race, and mobility are some of the conditioning factors of the handicapped. Many of the youth show much resourcefulness in coping with difficult conditions. Though most are deficient in basic educational skills and attitudes, many have potential for learning in school in their interest fields. Schools with disadvantaged students should take unusual measures to help them develop standards, values, and habits which lead to responsible and mature adulthood. Both personal and academic development are involved. Suggestions for developing vocational education programs to meet such needs give the responsibilities of school administrators, teachers, counselors, supervisors, and parents. A proposed model for developing a vocational education program to service youth with special needs gives detailed information for potential sources of funds, administration, instruction, facilities, community involvement, and job placement. A bibliography is included. This document is available as FS 5.280--80038 for 25 cents from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. (JM)

VT 002 187   ED (See July 1968 RIE)
A Study of the Factors that May Influence the Implementation of a Vocational Education Curriculum at the Utah State Industrial School.

Heggen, James R. * Irvine, Fleet
Utah Research Coord Unit for Vocat Educ, Salt Lake City
Pub Date - 67
EDRS PRICE MF-$0.50 HC-$4.40   108p.

*INSTITUTIONAL SCHOOLS, *CORRECTIVE INSTITUTIONS, *DELINQUENTS, *CURRICULUM, *VOCATIONAL EDUCATION, INSTITUTIONALIZED (PERSONS), STUDENT CHARACTERISTICS, STUDENT MOTIVATION, PERSONALITY ASSESSMENT, APTITUDE, ACHIEVEMENT, EMPLOYMENT OPPORTUNITIES, SURVEYS, LITERATURE REVIEWS,
Utah State Industrial School,

Of the approximately 375 to 400 youths confined at the Utah State Industrial School, 169 students, about two-thirds males and one-third females, with an age range from 15.5 to 18.5 years, were studied in order to develop guidelines for selecting vocational training areas to be offered in the school. Relevant literature was reviewed, student factors affecting education programs derived from results of standardized tests and previous studies of the school population were analyzed, vocational offerings in 13 comparable institutions were surveyed, and employment opportunities and an analysis of occupations were compiled from the Utah Department of Employment Security and the "Occupational Outlook Handbook". The students were academically retarded by 3.7 grade levels and were below the national norms in intelligence, verbal, and numerical aptitudes. The occupational patterns for which the majority qualified were in the low-skilled or service trades. They had low levels of career interest, high levels of drives toward self-indulgence and assertiveness, and were generally withdrawn, hostile, and rigid. Employment opportunities were available if the students were appropriately trained. The conclusions were (1) There is a need for vocational programs for institutionalized youth, (2) Aptitudes, achievement levels, motivation, and personality factors of the students will affect the choice of vocational programs implemented, and (3) A general vocational curriculum would be the most practical type of program for these students. The Utah State Industrial School curriculum is included. (PS)

VT 002 350   ED 015 253
Report on Differences in Ethnic Learning Styles.

Smith, D.B.
Educational Design, Inc., New York, N.Y.
Office of Economic Opportunity, Washington, D.C.
Pub Date -   66
EDRS PRICE MF-$0.50 HC-$5.08   125p.

*ETHNIC GROUPS, *NEGRO STUDENTS, DISADVANTAGED YOUTH, OUT OF SCHOOL YOUTH, PUERTO RICANS, *LEARNING PROCESSES, *INTEGRATION EFFECTS, INTERACTION PROCESS ANALYSIS, GROUP BEHAVIOR, COMPARATIVE ANALYSIS, *VOCATIONAL EDUCATION, TEACHING METHODS, DISCUSSION (TEACHING TECHNIQUE), FEDERAL PROGRAMS, POVERTY PROGRAMS, CULTURAL DIFFERENCES, VOCATIONAL SCHOOLS, INDIVIDUAL CHARACTERISTICS, COMPOSITION (LITERARY),
Job Corps,

To test the hypothesis that culturally-based ways of learning and communicating might have implications for teaching, an anthropologist and a behaviorist conducted both formal and informal observations and interviews in four Job Corps Centers and two vocational high schools, one with a student population of 86 percent white and 14 percent Negro, and the other all Negro. The study populations were investigated in terms of formal learning, informal learning, and technical learning to determine whether various groups of the poor utilize these types of learning differently and in different forms and whether ethnic learning style might be defined by the pattern of utilization. No significant differences in learning style among the ethnic groups were discernible. The learning outcomes were related to factors such as teaching style and not to ethnic background. However, the proportion of Negroes in a group seemed to intervene in the effectiveness of teaching. When the proportion was low the interaction rates with other members was low, and stereotyped behaviors, rhythm, slowness, docility, and highly slurred, dialect speech were exhibited. When the proportion was high, the interaction was greatly increased, and stereotyped behaviors were replaced by highly political, power-conscious ones. The teacher was also made to feel the power of the group. It was recommended that special attention be given in staff training to problems created by ethnic proportions, and during the first 30 days, an effort be made to help rural corpsmen achieve greater verbal proficiency. The appendix contains examples of student writing and outlines for discussion meetings. (PS)

VT 002 694 ED (See July 1968 RIE)
A Comparison of Techniques for the Solution of Similar Educational-Vocational Problems of Disadvantaged Youth in Great Britain and the United States.

Gibson, Robert L. * and others
Indiana Univ., Bloomington. Indiana Univ. Foundation
BR-5-1163
Pub Date - Oct67
EDRS PRICE MF-$0.75 HC-$6.12 151p.

*EDUCATIONAL PROBLEMS, *VOCATIONAL EDUCATION, *ACADEMIC EDUCATION, *DISADVANTAGED YOUTH, QUESTIONNAIRES, SPECIAL PROGRAMS, COMPARATIVE ANALYSIS, *FOREIGN COUNTRIES, SURVEYS,
South Wales, Ireland, England,

The purposes of this study were to determine whether the disadvantaged English-speaking youth of the British Isles and the United States have similar identifiable educational and vocational problems and whether the solutions to these problems are applicable in similarly disadvantaged cultures. Administrators, teachers, pupil personnel workers, and randomly selected faculty in nine pairs of matched communities in the United States and the British Isles ranked 22 problems on a checklist to show their relative importance. In followup interviews the respondents discussed the most frequently checked problems. Pupils failing to work up to or achieve near their capacity was the most serious problem in both countries, but others of concern were those related to pupil lack of interest in the school academic program, pupil home environment, pupil behavior out of school, and lack of parental cooperation and understanding. Educators of the two countries differed to a considerable degree in their concern over problems related to school dropouts, pupil failure to acquire basic reading, writing, and reasoning skills, lack of interest in the school activity program, and lack of post-high school vocational-technical educational opportunities. The United States educators saw some application potential in all of 14 suggested solutions, and the British in 10. The solutions concerned--(1) special classes for poorly motivated students with ability, (2) special scholarship, continuous process, junior high readiness, cultural experience, year-round vocational, culturally enriched, summer motivation, work study, slow learner, and career development programs, (3) sociometric placement, and (4) group counseling. It was concluded that there are problems of common concern to both countries, and solutions found in one country may be applicable to other disadvantaged cultures. It was recommended that a large-scale international study of common educational-vocational problems and related solutions be undertaken. The ranking, statistical analysis, checklists, and a bibliography are included. (EM)

VT 002 884 ED (See July 1968 RIE)
Occupational Problems and Vocational Training Needs of High School Drop-Outs from Rural Areas in Iowa.

Howe, Trevor G. * Buntrock, Kermit
Iowa State Univ. of Science and Tech., Ames
Pub Date - Nov66
EDRS PRICE MF-$0.50 HC-$2.52 61p.

*VOCATIONAL EDUCATION, JOB SKILLS, *EDUCATIONAL NEEDS, UNEMPLOYMENT, HIGH SCHOOLS, *DROPOUTS, DROPOUT PROBLEMS, INDIVIDUAL CHARACTERISTICS, *PROGRAM ATTITUDES, EMPLOYMENT EXPERIENCE, Iowa,

Of 224 dropouts identified from previous studies of 13,000 students in 109 high schools in 16 Iowa counties, 102 still in the state were personally interviewed to identify occupational problems and vocational training needs for the 10-year period following withdrawal from school. Nearly all of the dropouts were married and had children, were from large families and had brothers and sisters who had also dropped out, and a relatively high percentage were from rural communities. Males gave loss of interest or dislike of school and courses, and females gave marriage or pregnancy as major reasons for leaving school. Males attributed their year of unemployment since leaving school to adjustment and unemployment difficulties. The median income had risen from $59 per week for their first job to $109 for their current job. Nearly all claimed to be satisfied with present jobs. Over one-half of both males and females indicated interest in further job training, and 24 had already received some since high school. Males were interested in skilled craft areas and the specific areas of mechanics, agriculture, drafting, electronics, and welding. Females desired training in secretarial areas, cosmetology, medical technology, and nursing. Dropouts' suggestions for improving the schools included curriculum expansion to include various types of vocational-technical education, special teachers, classes for slow learners, more individual help, and better counseling. Tables of data and the interview schedule are included. This report appears in "Appendix of Final Research Reports for Project in Research and Development in Vocational and Technical Education, Non-Metropolitan Areas (ED 011 069) which supplements VT 001 546. (JM)

VT 003 309 ED (See June 1968 RIE)
Revised Instructional Program for "Slow-Learners" to Improve Their Job Placement Opportunities, A Three Phase Study.

Sutton, Jack
Medford School District No. 549C, Oreg.
BR-50063
Pub Date - 30Jun67
EDRS PRICE MF-$0.25 HC-$2.00 48p.

TERMINAL STUDENTS, SECONDARY SCHOOLS, *CURRICULUM DEVELOPMENT, *SLOW LEARNERS, OCCUPATIONAL SURVEYS, *EMPLOYMENT QUALIFICATIONS, *EMPLOYMENT OPPORTUNITIES, PROGRAM DESCRIPTIONS, JOB SKILLS, EDUCATIONAL NEEDS, SCHOOL SURVEYS, PROGRAM DEVELOPMENT, Medford, Oregon,

This long-range research effort included three phases--(1) the identification and analysis of the capabilities of slow learners and determination of available jobs and skills required, (2) a revision of the high school curriculum to meet the needs of this group, and (3) field trials and demonstrations. The first two phases included a community survey of job opportunities, the orientation of business and industrial representatives, and the revision of the high school curriculum. All state departments of education within the continental United States, vocational schools, major colleges, and many private agencies were contacted and books and resource units were examined to gain information on the curriculum materials and methods for training the slow learner. A total program sequential development was determined to meet the needs of all student levels while integrating vocational and general education at the secondary level. Counselors and deans identified 244 students in grades eight, nine, and 10 to take part in the program. A list of 2,174 local job placement possibilities was compiled. During the 1966-67 school year, 21 slow learners were placed on local jobs. Post-high school classes for dropouts, and adult basic education courses have been offered since 1965. Phase III was to involve field trials and demonstrations but was affected by a decision of the U.S. Office of Education not to fund continuation programs in the school year 1967-68. Therefore, completion of the project was delayed by at least 2 years. The appendix includes an outline and flow-chart of the total project. (EM)

VT 003 405 ED 015 267
Salaries for Selected Occupations in Services for the Blind, January 1966.

Bureau of Labor Statistics, Washington, D.C.
Bull-1500
Pub Date - Nov66
DOCUMENT NOT AVAILABLE FROM EDRS 43p.

*BLIND, *PROFESSIONAL PERSONNEL, *SALARIES, AGENCIES, OCCUPATIONAL SURVEYS, NATIONAL SURVEYS, SEX (CHARACTERISTICS), GEOGRAPHIC REGIONS, ACADEMIC ACHIEVEMENT,

Of 803 government and nongovernment agencies contacted by questionnaire, 620 reported salary information for full-time employees who spend 50 percent or more of their time in work for the blind in any of the 26 professional and administrative occupations selected for the study. Government agencies employed 7,000 and nongovernment agencies 4,000 of these people. About 25 percent of the employees reported were legally blind, ranging from 3 percent for home economics teachers to 81 percent for rehabilitation teachers. Salaries were 28 percent higher for the occupations as a group in 1966 than in 1961. Median annual salaries ranged from $5,150 for teachers of arts and crafts to $11,290 for superintendents of resident schools. Salaries were higher for government than nongovernment agencies for most of the occupations. Generally, salaries increased with each ascending educational attainment level. Women employees slightly outnumbered men, 55 compared with 45 percent, and had lower median salaries in a majority of the occupations. Although salaries of blind employees were lower than those of the sighted in 12 of 23 occupations, in most cases, they were 90 to 110 percent of those of the sighted. This document is available as GPO 2--3.1500 for 30 cents from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. (JK)

VT 003 540 ED (See June 1968 RIE)
A Study of the Concentration of Educational Media Resources to Assist in Certain Education Programs of National Concern. Part 1, Education of the Culturally Disadvantaged. Final Report.

Davis, O. L., Jr. * Mathews, Virginia H.
Education Media Council, Washington, D.C.
Pub Date - May67
EDRS PRICE MF-$0.75 HC-$7.08 175p.

*CULTURALLY DISADVANTAGED, *INSTRUCTIONAL MATERIALS, *EDUCATIONAL PRACTICE, *EDUCATIONAL TRENDS, ELEMENTARY EDUCATION, EARLY CHILDHOOD EDUCATION, ADOLESCENTS, MASS MEDIA, EDUCATIONAL PROGRAMS, FAMILY PROBLEMS, CURRICULUM DEVELOPMENT, ORGANIZATION, INDIVIDUAL CHARACTERISTICS, COMMUNICATION PROBLEMS, FEDERAL AID, FEDERAL LAWS, BIBLIOGRAPHIES, EDUCATIONAL RESEARCH, MINORITY GROUPS,

The role of educational media in the education of the culturally disadvantaged was analyzed by a Council subcommittee, appointed in May 1965. Basic findings include--(1) Media resources seemed to be both little used, and ineffectively used, (2) Program administrators seemed to be unaware of the availability and effectiveness of media resources, (3) Media resources were given only peripheral attention in teacher education either as a method for teacher education or as a teaching tool, (4) Although no one seemed to know what kinds of media resources programs the culturally disadvantaged needed, most research bypassed questions of media and media usage, and there was no concerted effort to bridge the gap between basic research and program development. Papers commissioned by the Committee are included in the appendixes--(1) "Trends in Early Childhood and Elementary School Programs, Associated with the Current Emphasis Upon the Disadvantaged Child," by George W. Denemark and Marion Metzow, (2) "Educational Technology and the Disadvantaged Adolescent," by David Turney, (3) "Media and Children of Those Who Are Not Like Us," by Daoru Yamamoto, and (4) "Educational Media and the Inhuman Condition," by Joe L. Frost. "Media and the Culturally Disadvantaged," by Virginia H. Mathews and Wenda S. Thompson summarizes information from Committee interviews and mail surveys of individuals active in the education of the disadvantaged. "A Selective Bibliography on New Media and the Education of the Culturally Disadvantaged," by Wenda Thompson is also included. (EM)

VT 003 664 ED (See June 1968 RIE)
Follow-Up of MDTA E and D Project Conducted by Tuskegee Institute.

Johnson, Louise A.
Bureau of Social Science Research, Inc., Washington, D.C.
BSSR-369
Pub Date - May67
EDRS PRICE MF-$0.50 HC-$4.08 100p.

SOCIOECONOMIC BACKGROUND, INDIVIDUAL CHARACTERISTICS, FOLLOWUP STUDIES, RURAL POPULATION, *ADULT VOCATIONAL EDUCATION, *ADULT BASIC EDUCATION, EMPLOYMENT EXPERIENCE, *ECONOMICALLY DISADVANTAGED, *NEGROES, MALES, RECRUITMENT, JOB PLACEMENT, PROGRAM DESCRIPTIONS, *PROGRAM EVALUATION, COLLEGE PROGRAMS, EXPERIMENTAL PROGRAMS, DEMONSTRATION PROGRAMS, MANPOWER DEVELOPMENT, POVERTY PROGRAMS, VOCATIONAL COUNSELING,
MDTA programs, Tuskegee, Alabama, Tuskegee Institute,

An experimental and demonstration project designed to provide basic education, job training, counseling, and job placement for 180 Negro males was conducted between June 1, 1964, and May 31, 1965, at Tuskegee Institute, a predominantly Negro private college in

Alabama. The trainees were between the ages of 16 and 50, rural residents, heads of households, unskilled, unemployed or underemployed, below the eighth grade level in reading ability, and earned under $1,200 annually. Followup data was provided by interviews with 127 trainees, project staff, and community leaders. The conclusions included (1) The outcome of the project, for many trainees, was a high level of occupational competence which was reflected in their high rates of employment, training-related employment, and after-training wage levels, (2) The difficulty in recruiting the hard-core unemployed was partly attributable to the strong dependency relationships between the very poor and their farm landlords, (3) The project staff would have benefited from more time to recruit and hire teachers who knew the problems of deprived adults, (4) The project would have been more effective had trainees been given financial support during the placement phase, and (5) The division of project responsibilities between the Director and Assistant Director was highly effective and could serve as a model for similar projects. It was recommended that contracts be written and programs designed to provide some flexibility in length of training time, self-selection of training area be considered, some provision be made for trainees to acquire a work record, and at least two persons be working on job development from the time the project begins. (ET)

VT 003 670   ED 014 583
Operation Retrieval, Impact on Community Organizations and Institutions Made by MDTA Experimental and Demonstration Projects For Disadvantaged Youth. Final Report.

Wickland, Roger F.
Human Interaction Research Inst., Los Angeles, Calif.
Department of Labor, Washington, D.C.
Pub Date - Jun67
EDRS PRICE MF-$0.50 HC-$3.60 88p.

*DISADVANTAGED YOUTH, YOUTH PROGRAMS, *EMPLOYMENT PROGRAMS, FEDERAL PROGRAMS, PROGRAM EVALUATION, SURVEYS, *DEMONSTRATION PROJECTS, EXPERIMENTAL PROGRAMS, MANPOWER DEVELOPMENT, *COMMUNITY AGENCIES (PUBLIC), *PRIVATE AGENCIES,
MDTA Programs,

The purpose of this survey was to evaluate the "impact" made on community agencies and institutions at the local and national levels by the Experimental and Demonstration (E and D) youth projects funded by the Office of Manpower Policy, Evaluation, and Research (OMPER). The projects were directed toward developing and demonstrating new ways of meeting the employment needs of disadvantaged youth. Of about 55 such youth projects activated since passage of the Manpower Development and Training Act in 1962, 14 were visited personally. "Impact" was viewed as having two major aspects--(1) the degree to which projects secured cooperation from agencies and institutions relevant to the realization of project goals, and (2) the degree of utilization of project findings by other agencies and institutions. Data with reference to impact claimed are presented for benefit-receivers or potential consumers of E and D project findings at local, state, and national levels. On an overall basis, OMPER E and D project "impact" was very significant. Appendix A lists E and D projects visited, and Appendix B lists E and D projects which have been continued by regular programs. (PS)

VT 003 803 ED 015 286
Evaluation of Neighborhood Youth Corps Projects. Abstract.

Neighborhood Youth Corps, Washington, D.C.
Dunlap and Associates, Inc.
Pub Date - Feb66
EDRS PRICE MF-$0.25 HC-$0.48 10p.

INDIVIDUAL CHARACTERISTICS, PROGRAM ATTITUDES, *YOUTH PROGRAMS, OUT OF SCHOOL YOUTH, STUDENTS, YOUTH AGENCIES, WORK EXPERIENCE PROGRAMS, *DISADVANTAGED YOUTH, *POVERTY PROGRAMS, FEDERAL PROGRAMS, WORK STUDY PROGRAMS, *PROGRAM EVALUATION, DROPOUTS, COUNSELING, STUDENT ATTITUDES, EMPLOYER ATTITUDES, Neighborhood Youth Corps,

This summary of Dunlap and Associates' Evaluation Report, prepared by staff of the Neighborhood Youth Corps (NYC), reflects their interpretation of the highlights of the report. Data were collected from questionnaires administered to samples of 789 terminated and 942 active enrollees in 30 randomly chosen rural and urban, in- and out-of-school, and small and large NYC projects in 22 states. No evidence of the enrollment of financial ineligibles was found. NYC sponsors generally recognized forms of deprivation and maladjustment other than educational and cultural as additional eligibility criteria. About 30 percent of all enrollees received some form of testing, and 20 percent of out-of-school and 6.4 percent of in-school enrollees were provided remedial education. Attitudes toward work and personal hygiene were the subject areas requiring most and least counseling. No conclusive evidence was disclosed regarding the effect of NYC programs on the dropout problem. The principle reasons for terminations by out-of-school youth were private employment and returns to school and by in-school youth were program contraction, graduation, and private employment. Sponsors liked the NYC but suggested areas which need improvement. (ET)

VT 003 821 ED 015 287
Follow-Up Study of MDTA E and D Projects Conducted by Morgan State College.

Stevenson, Diantha
Bureau of Soc. Science Res. Inc., Washington, D.C.
Pub Date - May67
EDRS PRICE MF-$0.50 HC-$2.68 65p.

PROGRAM DESCRIPTIONS, PROGRAM EVALUATION, *ON THE JOB TRAINING, *ADULT VOCATIONAL EDUCATION, RECRUITMENT, COUNSELING PROGRAMS, JOB PLACEMENT, TESTING, *PROGRAM DEVELOPMENT, EXPERIMENTAL PROGRAMS, *EMPLOYMENT PROGRAMS, FEDERAL PROGRAMS, DEMONSTRATION PROGRAMS, *ECONOMICALLY DISADVANTAGED, RURAL POPULATION, FOLLOWUP STUDIES, UNEMPLOYED, NEGROES, COLLEGE PROGRAMS, INDIVIDUAL CHARACTERISTICS, EMPLOYMENT EXPERIENCE, EMPLOYMENT PROBLEMS, MDTA Programs, Baltimore, Maryland, Morgan State College,

Two projects carried out in the 9-county Eastern Shore area of Maryland served essentially the same target population, the underemployed and the underprivileged, in an effort to improve their occupational positions. The first, September 1963 to September 1964, was devoted to vocational training and guidance, and the second, June 1964 to September 1965, to developing on-the-job training openings, easing job entry requirements, and developing and utilizing a prevocational home study program, a network of volunteer tutors, community advisory boards, and counseling and followup techniques. Followup data were collected from interviews with project staff, community leaders, and program participants 6 to 12 months after completing training. Judged by the numbers who went through the system, the first project was not very successful as a testing-counseling-tutoring system for the channeling of unemployed into vocational training to improve their job opportunities. Although more was attempted in the second project and more individuals actually went into training, the long-term results were disappointing in relation to project goals. For example, instead of trainees becoming regular employees at their training site, as had been planned, only 30 percent were still working for their training employer in June 1966. However, 77 percent of the first and 80 percent of the second group were employed compared with 42 and 47 percent at the time of recruitment, and a greater number had higher income levels. An urban-based college lacking resources, backing, and experience in occupational training is not likely to be a major instrument in the solution to the employment problems of the disadvantaged, rural poor. (ET)

VT 003 825   ED 014 595
An Analysis of Summer Youth Demonstration Programs, 1966.

Nellum (A.L.) and Associates
Manpower Administration, Washington, D.C.
Pub Date - Dec66
EDRS PRICE MF-$0.75 HC-$6.00 148p.

*EMPLOYMENT PROGRAMS, YOUTH PROGRAMS, *SUMMER PROGRAMS, *YOUTH EMPLOYMENT, *FEDERAL PROGRAMS, *DEMONSTRATION PROJECTS, PROGRAM DESCRIPTIONS, PROGRAM EFFECTIVENESS, PROGRAM EVALUATION, WORK EXPERIENCE PROGRAMS, URBAN AREAS, TRANSPORTATION, INNER CITY, DISADVANTAGED YOUTH,
Summer Youth Development Project, Project Exploration, Project TIDE, Project Identify, Project FIT, Community Action for Youth, Suburban Transportation Demonstration Project, Community Conservation Corps,

Summer youth employment programs are designed to (1) offer youth wholesome, income-producing activity while they are out of school, (2) give them the opportunity to become acquainted with jobs and work, (3) let them explore vocational possibilities, and (4) teach them something of the expectations and requirements of employers, as well as their responsibilities as employees. Thirteen projects funded under the Manpower Development and Training Act were studied in order to identify techniques and methods which might be of benefit to future programs and planning. Analyses are included for (1) The Summer Community Youth Work Program, Pittsburgh, (2) Short-Term Program for 17- and 18-Year-Old Dropouts, Cleveland, (3) Project Identity, for youth who had violated probation, Detroit, (4) Project FIT (Franchise Industry Training), Boston College, (5) Community Action for Youth, Cleveland, (6) Summer Youth Development Project, Kansas City, (7) Summer Student Employment Program, St. Louis, (8) Summer Youth Employment Program, Charlestown, Massachusetts, (9) Project Exploration, Detroit, (10) Suburban Transportation, Washington, D.C., (11) Project TIDE (testing, information giving, discussion, and evaluation), Washington, D.C., (12) Community Conservation Corps Project, Los Angeles, and (13) Operation Encouragement, Chicago. (PS)

VT 003 943   ED (See April 1968 RIE)
Resource Papers on the Disadvantaged.

Delaware Occupational Res. and Coord. Unit, Dover
Pub Date -   Aug67
EDRS PRICE MF-$0.50 HC-$2.44   59p.

*DISADVANTAGED GROUPS, VOCATIONAL REHABILITATION, *PROGRAM DEVELOPMENT, *REHABILITATION PROGRAMS, *EDUCATIONAL PROGRAMS, ADULT BASIC EDUCATION, GUIDANCE COUNSELING, BEHAVIOR CHANGE, TEACHING TECHNIQUES, *LITERATURE REVIEWS,

The literature on the disadvantaged is reviewed in four resource papers to provide information useful in understanding and developing programs for disadvantaged persons and to provide local schools with resource material to help in writing proposals. In "Rehabilitating the Disadvantaged, A Review of the Literature," R.A. Ehrle discusses the different approaches to identifying the disadvantaged, the origins of their status, and possible treatment as described in the professional literature. "Cultural Methods and Activities Needed to Overcome Inadequacies of Children Who Are Culturally Different," by Ruth M. Laws, discusses a variety of promising methods and activities for children who are culturally different. "Developing Counseling and Placement Services for Psychologically Disadvantaged Youth," by R.A. Ehrle, is concerned with a systems approach to identifying and briefly describing seven major methods of behavior modification. "Goals of Adult Basic Education Based on the Needs Theory," Ruth M. Laws suggests that teachers must learn to identify some of the emotional needs of adults in their classrooms, to recognize behavior symptomatic of those needs, and to develop techniques, understandings and skills in meeting them. A summary of major points in developing programs for persons with special needs, and the provisions of the Vocational Education Act of 1963 relating to these persons are included. The bibliographies accompanying the resource papers contain 127 references. (MM)

VT 003 947   ED 014 617
Special Classes for Students with Special Needs.

Dowell, G. L.
Pub Date -   Nov66
EDRS PRICE MF-$0.25 HC-$0.16   2p.

*VOCATIONAL AGRICULTURE, *SPECIAL PROGRAMS, *AGRICULTURAL MACHINERY, HIGH SCHOOLS,
Mississippi,

A special 3-year training program in farm power and machinery was developed to provide for different levels of student achievement and to help meet the need for skilled workers in the Mississippi Delta area. Changes in the learning environment of students transferred from regular vocational agriculture classes to the special classes provide a more homogenous grouping of students, longer class periods in the shop laboratory, more specialized equipment, skilled mechanics to assist with the program, and work experience in farm machinery firms and on plantations. Students enrolled in this terminal program may participate in all school activities, receive a high school diploma, and continue with further study if capable of meeting college entrance requirements. General instructional areas include (1) employment opportunities, (2) tractors and tractor systems, (3) preventive maintenance, (4) tractor engine overhaul, and (5) agricultural machinery. Students remaining in the vocational agriculture classes are prepared for production agriculture. This article is published in the "Agricultural Education Magazine," volume 39, number 5, December 1966. (WB)

VT 004 004 ED (See June 1968 RIE)
The Application for Employment and Job-Seeking Success Among Educable Mentally Retarded Youth. Final Report.

Gregory, Robert J.
Syracuse Univ., N.Y.
BR-6-8576
Pub Date - 67
EDRS PRICE MF-$0.75 HC-$7.48 185p.

*EDUCABLE MENTALLY HANDICAPPED, *JOB APPLICATION, VOCATIONAL FOLLOWUP, VOCATIONAL DEVELOPMENT, EXPERIMENTAL PROGRAMS, CONTROL GROUPS, BIBLIOGRAPHIES, EXPERIMENTAL GROUPS, COMPARATIVE ANALYSIS, *EDUCATIONAL PROGRAMS, *JOB APPLICANTS, *EMPLOYMENT INTERVIEWS, SIMULATION, EMPLOYMENT, LITERATURE REVIEWS,

The objectives of this study were to determine whether training educable mentally retarded youth in job-seeking skills had an effect on their ability to complete composite applications for employment, or on their job-seeking behavior. Students from six schools with classes for mentally retarded were randomly assigned to the experimental group (68) and to the control group (90). Each student completed an application form and ranked selected job-seeking techniques. The experimental subjects received individual training about job seeking and applications. A month later 129 subjects completed an application form in a simulated employment interview. Six judges rated the forms on the applicant's chances of job-seeking success. Significant differences were found for the experimental group before and after training, but not for the control group. After four months the experimental group earned significantly more money per job and worked significantly more hours per job than the control group. No difference was found in hourly rate. Age and sex were found to be significant in their influences on vocational success but not intelligence. The appendix contains sample materials used in the study. The bibliography contains 162 items dated from 1919 to 1966. (EM)

VT 004 011 ED (See June 1968 RIE)
Interdisciplinary Approach to Preparing Home Economics Leaders for Emerging Programs Serving Disadvantaged Youth and Adults. Final Report.

Missouri Univ., Columbia.
Pub Date - May67
EDRS PRICE MF-$0.50 HC-$4.28 105p.

*HOME ECONOMICS EDUCATION, *DISADVANTAGED GROUPS, PILOT PROJECTS, CULTURALLY DISADVANTAGED, DISADVANTAGED YOUTH, *PROGRAM DEVELOPMENT, *LEADERSHIP TRAINING, EDUCATIONAL NEEDS, *LEADERSHIP RESPONSIBILITY,

The project aimed to prepare professional leaders to develop functional education programs for persons handicapped by socioeconomic status differences. Phase I, the professional leader's responsibilities were analyzed according to what he is currently doing and what he should do. Supervisors and leaders of programs for the disadvantaged rated leaders' responsibilities by sorting cards representing views of four areas of activities--work with supervisors or administrators, with agencies involved in the educational program other than their own, with nonprofessional workers in the programs, and with disadvantaged persons. Phase II was an 8-week interdisciplinary pilot training program, held in the summer of 1966 on the University of Missouri campus in which 30 trainees from 12 states participated. The program was designed to provide instruction and experience considered necessary to meet leader responsibilities identified in Phase I. Instruction covered (1) economic, environmental, and cultural backgrounds of the handicapped, (2) their special needs, interests, and concerns, (3) goals they can expect to reach, (4) educational methods and materials of instruction, and (5) organizational procedures. A followup study showed most participants to be satisfied with the training, especially with the kind and timeliness of the information received. Participant activities resulting from the project included organizing child development centers, training child care aides, and developing a home economics occupations curriculum. Questionnaires and evaluation devices, and summaries of participant responses are included. (FP)

VT 004 012 ED (See July 1968 RIE)
Interdisciplinary Approach to Preparing Home Economics Leaders for Emerging Programs Serving Disadvantaged Youth and Adults. Appendix B. Final Report.

Nag, Uma
Missouri Univ., Columbia.
BR-6-1936
Pub Date - May67
EDRS PRICE MF-$0.50 HC-$4.40 108p.

*HOME ECONOMICS EDUCATION, LEADERSHIP TRAINING, *ROLE PERCEPTION, DISADVANTAGED GROUPS, *FACTOR ANALYSIS, Q SORT, *LEADERSHIP RESPONSIBILITY, LEADERSHIP, ADMINISTRATOR ATTITUDES, TEACHER ATTITUDES, *PARENT EDUCATION, CULTURALLY DISADVANTAGED, LITERATURE REVIEWS,

The purpose of this study was to determine whether there were common opinions about the role and functions of professional leaders of home economics education in educational programs for disadvantaged parents in the state of Missouri. Fifty-eight professional educators participated in a structured interview using a deck of 60 two-sort cards, each containing a statement describing a different job activity concerning the professional leader role. Weighted scores were assigned by respondents to each item sorted, and correlation and factor analyses were used in analyzing the data as to actual and ideal roles. Although there was a lack of agreement among respondents as to relative importance of various activities within the leadership role, most respondents seemed to correlate ideal and actual roles. Respondents valued the leadership role more on the basis of their perceptions of how a professional leader should be involved than on what he was actually doing. They showed general agreement that more importance should be accorded the activities comprising planning and implementing the evaluative and instructional aspects. They disagreed most with the activities comprising the aspect of cooperation with agencies and organizations. It was concluded that disagreement exists concerning the pattern of the professional leader role in parent education programs for the disadvantaged. Because the lack of agreement could be a potential source of conflict, it should be considered in relation to existing and emerging programs. Implications of the study were that (1) There is a need for realistic objectives and a clear definition of authority, (2) Considering the trend of using home economics teachers in parent-education programs, teacher education institutions should prepare them to cope with socio-economic differences, and (3) Increasing emphasis on professionalization of the leadership role stresses the need for continued inservice training. An extensive review of the literature on parent education with reference to the disadvantaged is included. Related documents are VT 004 011 and VT 004 013. (FP)

VT 004 013 ED (See July 1968 RIE)
Interdisciplinary Approach to Preparing Home Economics Leaders for Emerging Programs Serving Disadvantaged Youth and Adults. Appendix C. Final Report.

Missouri Univ., Columbia
BR-6-1936
Pub Date - May67
EDRS PRICE MF-$0.75 HC-$7.00 173p.

HOME ECONOMICS EDUCATION, *DISADVANTAGED GROUPS, *CULTURALLY DISADVANTAGED, VOCATIONAL EDUCATION, EDUCATIONAL PROGRAMS, PARENT EDUCATION, ADULT BASIC EDUCATION, CONSULTANTS, READING, FAMILY LIFE, *LEADERSHIP TRAINING, COMMUNITY DEVELOPMENT,

Sixty-five selections, in note or outline form, from presentations by consultants aiding in preparing leaders for emerging programs serving the disadvantaged are included in this appendix. The subject matter ranges from specific techniques for teaching such skills as reading to general information such as basic understandings necessary for relationships with persons handicapped by social-economic status differences. Sample subject areas are child development, adult basic education, clinical psychology, teaching the culturally disadvantaged, sociology and cultural continuities, planned parenthood, people with special needs, community development, dynamic society, family relations, problems of adolescence, old age, poverty, vocational training and guidance, role playing techniques, and mass media. Field trips to housing projects are described, and a six-page bibliography is included. Related documents are VT 004 011 and VT 004 012. (FP)

VT 004 014 ED (See June 1968 RIE)
An Evaluation of Vocational Education for Disadvantaged Youth.

Austin, John J. * Sommerfeld, Donald A.
Muskegon Public Schools, Mich.
BR-6-1831
Pub Date - Apr67
EDRS PRICE MF-$1.00 HC-$8.56 212p.

*INDIVIDUAL DEVELOPMENT, *VOCATIONAL EDUCATION, STUDENT EVALUATION, INTELLIGENCE TESTS, ACHIEVEMENT GAINS, INTELLECTUAL DEVELOPMENT, PERSONALITY CHANGE, *DISADVANTAGED YOUTH, COMPARATIVE ANALYSIS, EXPERIMENTAL GROUPS, CONTROL GROUPS, APTITUDE TESTS, PERSONALITY TESTS, ACHIEVEMENT TESTS, TEST RESULTS, DROPOUTS, STUDENTS, VOCATIONAL TRAINING CENTERS, STUDENT CHARACTERISTICS, EMPLOYMENT, *PROGRAM EVALUATION, MANPOWER DEVELOPMENT, BASIC SKILLS, Muskegon Skill Training Center, Michigan, MDTA Programs,

Objectives of this study were to assess the overall effect of vocational and basic education on disadvantaged youth and to identify the patterns of change taking place in different categories of disadvantaged trainees. An experimental group of 189 trainees in the Muskegon Area Skill Training Center was compared with a control group of 89 nontrainees or early dropouts. Pre- and post-tests were used to measure changes in intelligence and aptitudes, basic skill achievement, and personality characteristics, and occupational status was compared. Using pretraining scores as a base, the mean scores for trainees were significantly higher after training when by achievement, intelligence, occupational status, personality, interpersonal relations, and aptitude were measured. Trainees showed a significantly higher rate of improvement than nontrainees in achievement, intelligence, occupational status, and personality. Girls, older trainees, trainees with higher formal education, trainees with a high original I.Q., and trainees with dependents did not show a greater improvement than their opposites. The appendix includes (1) a description of measurement procedures and instruments, (2) course outlines from the Training Center, and (3) tables of raw data. (EM)

VT 004 059   ED 015 303
A Study of Programmed Instruction in Braille.

Heber, Rick * and others
Wisconsin School for the Visually Handicapped, Janesville
Pub Date -   67
EDRS PRICE MF-$0.50 HC-$3.72   91p.

*BLIND, ADULTS, BLIND CHILDREN, *READING ASSIGNMENT, TACTILE ADAPTATION, AUTOINSTRUCTIONAL AIDS, *BRAILLE, *TEACHING MACHINES, SELF PACING MACHINES, LITERATURE REVIEWS, COMPARATIVE ANALYSIS, INDIVIDUAL CHARACTERISTICS, EXPERIMENTAL GROUPS, CONTROL GROUPS, LONGITUDINAL STUDIES,
Wisconsin, Tactual Discrimination Program, Braille Tachistotact, Braille Tape Reader,

The purposes of the project were to (1) design a self-paced teaching device for the blind which would allow the evaluation of systematic training in prereading tactual discrimination and braille character discrimination as both relate to subsequent ability to learn to read braille symbols, (2) design an electronic automated device which allows the tachistostatic or momentary presentation of braille symbols, and (3) design a self-paced method of moving a tape of braille symbols beneath stationary fingers. The three devices designed and built were (1) a tactual discrimination device--a modified code oscillator about 1" by 2" by 4" with a small earphone and stylus attached, (2) a braille tachistotatic--an experimenter-controlled machine-paced device to facilitate increases in the speed of recognition and accuracy of discrimination of individual braille configuration, and (3) a braille reader which moves braille on a tape from right to left across an exposed presentation window. During the 2 years of the project (1963-65), a total of 54 children in grades 3 through 9 and 66 adults were involved in control and experimental groups to determine the effects of the automated self-learning devices. All three were found to enhance the blind person's rate of reading braille. (PS)

VT 004 080   ED 015 304
The Feasibility of Training Non-Skilled Personnel to Assist Professional Staff in the Care and Treatment of Mentally Retarded Children, a Child Welfare Demonstration Project. Final Report.

Retarded Infants Service, Inc., New York, N.Y.
Pub Date -   Jun67
EDRS PRICE MF-$0.50 HC-$2.64   64p.

*PROGRAM DEVELOPMENT, *MENTALLY HANDICAPPED, *VOCATIONAL EDUCATION, DEMONSTRATION PROJECTS, SERVICE WORKERS, *UNSKILLED WORKERS, CHILD CARE, AUDIOVISUAL AIDS, RECORDS (FORMS), OCCUPATIONAL INFORMATION,

A 12-week training program was developed to prepare nonprofessional personnel to serve mental retardates in the areas of homemaking and child care, physical medicine and nursing care, speech therapy, play activity, and auxiliary maternal care. Recruitment was through newspaper announcement, the Retarded Infants Service referral agencies, poverty and youth employment programs, vocational guidance counselors in high schools, and special guidance counselors for high school dropouts. Fifty of the 52 applicants accepted were women, the majority members of minority groups. Eighty-seven percent completed the program, and 73 percent were employed, 69 percent in mental retardation or related areas. Their mean income was $66 per week. Practically all of the trainees were given positive overall evaluations by their employing agencies. In general, they scored highest in motivation and commitment, social behavior, and interpersonal skills, and somewhat lower in level of knowledge, initiative, resourcefulness, and punctuality. It was recommended that (1) applicants be chosen who have both maximal personal assets and limited access to better-paying, higher-status positions, (2) teaching be specific, concrete, dramatic, and reliant upon the sensory rather than the intellectual, and (3) training contain elements of a therapeutic milieu. A description of the training, placement and evaluation instruments, bibliography of audiovisual aids, a list of cooperating agencies, selected job descriptions, and a graduation certificate are included. (JK)

VT 004 087   ED (See June 1968 RIE)
Job Corps Trainees as a Sample of the Population.

Edgerton, Harold A. * Sylvester, Robert W.
Performance Research, Inc., Washington, D.C.
Pub Date -   Mar67
EDRS PRICE MF-$0.25 HC-$1.28   30p.

*OUT OF SCHOOL YOUTH, *DISADVANTAGED YOUTH, *FEDERAL PROGRAMS, *POVERTY PROGRAMS, VOCATIONAL EDUCATION, COMPARATIVE STATISTICS, INDIVIDUAL CHARACTERISTICS, SOCIOECONOMIC BACKGROUND, AGE, GEOGRAPHIC DISTRIBUTION, POPULATION DISTRIBUTION, MARITAL STATUS, ACADEMIC ACHIEVEMENT, FAMILY ENVIRONMENT, WORK EXPERIENCE, SEX (CHARACTERISTICS),
Job Corps,

The similarity of Job Corps trainees to the population of the same age from which they were drawn and proportion of trainees coming from each state were determined. Data were obtained from preenrollment applications, census reports, and publications. Findings included--(1) The number of 16- to 17-year-old male trainees was disproportionately large, (2) There was a preponderance of 18- to 20-year-old females, (3) Educationally, the trainees were in the lower ranges of the total youth population in terms of high school graduation and highest school grade completed, (4) The trainees had shouldered more responsibility than most young people of their age range, more having been heads of household or primary wage earners, although mainly in unskilled jobs, (5) States with larger populations provided most of the trainees, (6) On the average, those states having higher educational levels had fewer trainees, (7) In general, the number of enrollees by states was a function of the state's socioeconomic characteristics such as a higher aggregate but lower percentage of nonwhites, a lower percentage of veterans aged 16 to 21, a higher percentage of youth in the lower 16 to 21 age range, and a higher percentage of illiterates, (8) The larger the percentage of Armed Forces mental test failures in a state, the larger its share of Job Corps enrollees, and (9) The higher per-pupil support for schools in a state, the smaller its Job Corps enrollment percentage. The Job Corps appeared to be drawing its trainee population substantially in keeping with the philosophy publicly expressed by its leaders. (ET)

VT 004 090 ED 015 312

Study of the Meaning, Experience, and Effects of the Neighborhood Youth Corps on Negro Youth Who are Seeking Work. Part I, Work Attitudes, Self-Image, and the Social and Psychological Background of Work-Seeking Negro Young Adults in New York City.

Herman, Melvin * Sadofsky, Stanley
New York Univ., N.Y. Center for Study of Unempl Youth
NY-CAP-66-9573-0-543324
Pub Date - Jan67
EDRS PRICE MF-$1.00 HC-$9.76 242p.

*NEGRO YOUTH, *DISADVANTAGED YOUTH, *JOB APPLICANTS, NEGRO ATTITUDES, EDUCATIONAL ATTITUDES, *WORK ATTITUDES, *SELF ESTEEM, INDIVIDUAL CHARACTERISTICS, YOUTH PROBLEMS, WORK EXPERIENCE, SOCIOECONOMIC BACKGROUND, FAMILY BACKGROUND, ASPIRATION, OCCUPATIONAL CHOICE, POVERTY PROGRAMS, FEDERAL PROGRAMS, VOCATIONAL EDUCATION, COLLEGE STUDENTS, COMPARATIVE ANALYSIS, HIGH SCHOOL STUDENTS, EMPLOYMENT SERVICES, VOCATIONAL ADJUSTMENT, MALES,
New York City, Neighborhood Youth Corps,

Interviews and questionnaires from 601 job seekers at the HARYOU-Act Center and John F. Kennedy JOIN Center between November 1965 and June 1966 furnished data for this study of work-seeking Negro youths between the ages of 16 and 21. Similar data were collected from three control samples including 260 male juniors and seniors at a predominantly white high school, 442 male freshmen and sophomores at a predominantly white college, and 196 Negro male college freshmen and sophomores at predominantly Negro Howard University. The job-seeking Negro youth from the ghetto is well aware of the gaps in his education and his vocational training and is seeking ways to remedy these gaps. He evidently feels that the New York City public school system is not a source of remedy for these deficiencies. He is more likely to see work as a minimal means of surviving than as something of intrinsic interest or value. The low self-esteem he exhibits, especially in contrast to white and Negro middle-class youths in the same age groups, impairs his ability to seek and hold jobs, erodes his commitment to work, depresses his aspirations toward a better condition of life, and continually presses him toward a state of despair, apathy, and surrender. Nevertheless, he appears very likely to respond to meaningful work-training programs if they are made available to him. (ET)

VT 004 091 ED 015 313
Study of the Meaning, Experience, and Effects of the Neighborhood Youth Corps on Negro Youth Who Are Seeking Work. Part II, A Follow-Up Study of Work-Seeking Negro Young Men Who Are Not Placed in Jobs by Intake Centers.

Herman, Melvin * Sadofsky, Stanley
New York Univ., N.Y. Center for Study of Unempl Youth
NY-CAP-66-9573-0-5433024
Pub Date - Apr67
EDRS PRICE MF-$0.75 HC-$6.48 160p.

*NEGRO YOUTH, *DISADVANTAGED YOUTH, INDIVIDUAL CHARACTERISTICS, *JOB APPLICANTS, SELF ESTEEM, YOUTH EMPLOYMENT, WORK ATTITUDES, WORK EXPERIENCE, PROGRAM EVALUATION, *JOB PLACEMENT, *EMPLOYMENT SERVICES, UNEMPLOYED, VOCATIONAL EDUCATION, FEDERAL PROGRAMS, POVERTY PROGRAMS,
New York City, Neighborhood Youth Corps,

Of the 601 youths whose characteristics were studied in Phase I (VT 004 090), 377 were not placed in jobs or training within three months after their initial interview at the job centers. Of these, 201 were interviewed during Phase II to determine the traits which distinguished them from others who had been placed by the centers, and the factors in both the centers and the youths that were related to placement. Some of the major findings were (1) The sample youths viewed the placement function of the job centers as far more important than the training and remedial services, (2) They did not differ in any major respect from the youths in the Phase I study, (3) The centers were more successful in placing the youths interested in training than those who just wanted jobs, (4) They assigned to jobs or training either the youths who were around when the job order was received or ones who were aggressive and personable from the counselor's viewpoint, rather than ones in the waiting list files, and (5) The lack of differences between those placed by the centers and those not placed, those placed in private employment and those placed in work training programs, and those who did and who did not find full-time jobs suggested that no subgroup of the population studies was more vocationally impaired than another, and no such impairment was the basis on which decisions were made by the centers. (ET)

VT 004 093 ED 015 315
Follow-Up Study of MDTA E and D Project Conducted by the Michigan Catholic Conference, Lansing.

Buenaventura, Angeles
Bureau of Social Science Res., Inc., Washington, D.C.
BSSR-369
Pub Date - Mar67
EDRS PRICE MF-$0.50 HC-$4.56 112p.

PROGRAM DESCRIPTIONS, PROGRAM EVALUATION, PROGRAM DEVELOPMENT, *DISADVANTAGED GROUPS, VOCATIONAL TRAINING CENTERS, VOCATIONAL EDUCATION, ON THE JOB TRAINING, UNEMPLOYED, ADULT BASIC EDUCATION, SPANISH AMERICANS, NEGROES, CAUCASIANS, SOCIAL SERVICES, JOB PLACEMENT, *DEMONSTRATION PROGRAMS, *VOCATIONAL REHABILITATION, *EMPLOYMENT PROGRAMS, VOCATIONAL COUNSELING, RECRUITMENT, VOCATIONAL FOLLOWUP, INDIVIDUAL CHARACTERISTICS, MANPOWER DEVELOPMENT,
MDTA Programs, Lansing, Michigan,

Representatives of Spanish-speaking former migrants (farm workers) and other disadvantaged groups, Negro and white, participated in a program, to demonstrate that unskilled persons with little formal education and limited command of the English language could be successfully trained and placed in occupations for which there was local demand and motivate institutional changes in the public employment and welfare agencies in Lansing for improving and expanding services to the hard-care unemployed. Post-training interviews with the 155 trainees, 99 applicants, the project staff, and various knowledgeable community members clearly demonstrated that the target population could be effectively trained and placed through a comprehensive treatment approach which includes basic education, vocational training, cultural orientation, and intensive counseling. Although the successful placement rate of 85 percent at 3 months and 67 percent at 2 months after training was aided by favorable labor market conditions in Lansing, this same disadvantaged group was unable to take advantage of equally favorable job opportunities before training. The second goal was not achieved partially because the various agencies were more interested in having the Training Center continue to carry the burden of aiding the hard-core unemployed than they were in adopting the successful techniques it demonstrated. (ET)

VT 004 096   ED 015 317
Final Report on the Corpsmen Adjustment Study.

Smith, D. B. * and others
Educational Design, Inc., New York, N.Y.
Pub Date - 31Jan67
EDRS PRICE MF-$0.75 HC-$6.76   167p.

*DISADVANTAGED YOUTH, OUT OF SCHOOL YOUTH, SOCIAL ADJUSTMENT, JOB PLACEMENT, *VOCATIONAL EDUCATION, POVERTY PROGRAMS, FEDERAL PROGRAMS, FOLLOWUP STUDIES, *PROGRAM EVALUATION, INDIVIDUAL CHARACTERISTICS, PARTICIPANT SATISFACTION, *ADJUSTMENT PROBLEMS, EMPLOYER ATTITUDES, EMPLOYER EMPLOYEE RELATIONSHIP, EMPLOYMENT, PROGRAM ATTITUDES, WORK ATTITUDES, SOCIOCULTURAL PATTERNS, JOB SATISFACTION, *VOCATIONAL ADJUSTMENT,
Job Corps, New York, Houston, Chicago, San Francisco,

Results of unstructured small group interviews with 78 former corpsmen and 10 coworkers and individual interviews with 33 of their employers in New York, Chicago, Houston, and San Francisco were analyzed to determine the problems that confront Job Corpsmen who have completed their training. Responses were coded, tabulated, and subjected to Kendall's Rank Order Correlation Coefficient test. Findings included--(1) Younger corpsmen had greater difficulty finding jobs than did older ones, (2) The percentage of employed relocated corpsmen was about four times greater than the percentage of employed corpsmen returning to their homes, (3) Only those who had found suitable employment admitted that they expected the Job Corps to train them so that they could get a job, and (4) A significant number of employers and coworkers believed corpsmen had unrealistically high job expectations. Recommendations involved improving some Center practices, changing some, and extending services beyond in-Center training. Specifically, it was recommended that (1) recruiters be better apprised of actual condition at the Center, (2) liaison with state employment commissions which carry out placement functions be improved, (3) placement personnel receive training to optimize their effectiveness, (4) corpsmen in training not be overcommitted to a particular routine of performing skills and receive more preparation in the nonskills aspects of good job performance, and (5) followup facilities to help Corpsmen integrate into new groups, organizations, and communities be developed. (ET)

VT 004 097 ED (See June 1968 RIE)
A Continuing Study of Job Corps Terminations, Wave II - Initial Interview with Terminations from August 15, 1966 to December 15, 1966. Interim Report.

Harris (Louis) and Associates, New York, N.Y.
Study-1729
Pub Date - May67
EDRS PRICE MF-$0.25 HC-$1.28 30p.

*DISADVANTAGED YOUTH, *OUT OF SCHOOL YOUTH, PROGRAM EVALUATION, *VOCATIONAL EDUCATION, FEDERAL PROGRAMS, *POVERTY PROGRAMS, COMPARATIVE STATISTICS, *FOLLOWUP STUDIES, INDIVIDUAL CHARACTERISTICS, AGE, SOCIOECONOMIC BACKGROUND, GEOGRAPHIC DISTRIBUTION, SEX (CHARACTERISTICS), RACIAL CHARACTERISTICS, WAGES, GRADUATES, DROPOUTS, RURAL URBAN DIFFERENCES, OCCUPATIONS, EMPLOYMENT,
Job Corps,

This interim report of pre- and post-Job Corps status for terminations (graduates, dropouts, and discharges) is the second part of a continuing evaluation of the effectiveness of Job Corps training. Of 4,649 terminations for the period, 1,254 were personally interviewed. Some of the survey highlights were--(1) Fewer than half of the terminations were working at the time they entered the Job Corps, and over a third of these had some type of service job, (2) The median pre-Job Corps hourly rate for those working was $1.19, (3) Not only were fewer women than men working, but their earnings were significantly lower, (4) The median length of time in the Job Corps was 4.3 months, (5) Urban centers had significantly higher proportions of graduates than conservation centers, (6) The younger terminations had a lower percentage of graduates, (7) 53 percent found a job immediately after leaving the Job Corps, (8) Over two-thirds of the graduates were working at the time of the survey, compared with 54 percent of the dropouts and 55 percent of the discharges, (9) Fewer graduates than dropouts or discharges were in service occupations after Job Corps training and more were in machine trades and structural work, (10) One-third of the post-Job Corps women were working in technical fields, particularly nursing, compared with 7 percent of pre-Job Corps women, and (11) Graduates had a higher median hourly pay rate and a larger increase over the pre-Job Corps earnings than did the dropouts or discharges. (ET)

VT 004 107 ED 015 322
The Division of Casework Responsibility as a Method of Working with Emotionally Disturbed Children in Foster Care. Final Report.

Zober, Edith
Iowa Children's Home Society, Des Moines
Pub Date - 13Feb67
EDRS PRICE MF-$0.75 HC-$5.36 132p.

*EMOTIONALLY DISTURBED CHILDREN, *FOSTER FAMILY, CASEWORKERS, PSYCHOLOGISTS, *CASEWORKER APPROACH, *PARENT ROLE, PEER

RELATIONSHIP, ADJUSTMENT (TO ENVIRONMENT), SELF EVALUATION, SOCIAL AGENCIES, STUDENT EVALUATION, INDIVIDUAL CHARACTERISTICS, CHILD WELFARE, COMPARATIVE ANALYSIS,

Twenty-four emotionally disturbed children between the ages of 7 and 16 were divided into two groups, one in which parenting and therapy were done by the same worker and one in which the two functions were assigned to separate workers on the hypothesis that children in the split-case group would show more improvement at the end of 2 years than those in the single-case group. Evaluation of each child covered school performance, relations with peers, his own evaluation, and the caseworker's judgment of the child's adjustment and psychological test results. Most of the children in both groups improved after 2 years, and although not proved, it was felt that parental force was responsible for the improvement in both groups. The majority of those working with the children did not favor the split case as the preferred method. The agency shifted its focus of interest from the split-case method to an overall philosophy of the agency as parental force. Recommendations were that (1) agencies conduct studies comparing parental force with another method, (2) research be undertaken to establish criteria for guiding juvenile courts and child caring agencies in decisions separating a child from his family, for effecting the separation with a minimum of trauma, and for providing the child with a parenting experience, and (3) the children in the project be studied further for more effective evaluation of changes. (JK)

VT 004 109   ED 015 323
Pre-College Orientation of Blind High School Graduates. Final Report.

Jivoff, Leo
Upstate Medical Center, Syracuse, N.Y.
Pub Date - Jun67
EDRS PRICE MF-$0.25 HC-$0.68 15p.

*BLIND, HIGH SCHOOL GRADUATES, *COLLEGE BOUND STUDENTS, SCHOOL ORIENTATION, ADJUSTMENT (TO ENVIRONMENT), *VISUALLY HANDICAPPED ORIENTATION, EXPERIMENTAL PROGRAMS, COLLEGES,

Forty-seven legally blind high school graduates between 16 and 20 years of age, accepted by a college or university, participated for 6-week periods in a 3-year project to demonstrate the value of confronting the students with and assisting them in resolving a realistic and broad gamut of personal, academic, social, and psychological problems which occur in colleges. The program provided contact with (1) dormitory living, (2) registration, (3) extracurricular activities and counseling services, (4) library, laboratories, cafeteria, and other common campus facilities, and (5) remedial services such as mobility training, grooming, and social modifications. Findings include--(1) The blind students evidenced essentially the same pattern of interests as their sighted peers but rated higher on maturity scales, (2) Their lack of proficiency in typing was a serious problem, (3) They were exceptionally weak spellers and required considerably more study time than the sighted, (4) Over 91 percent were successful in remaining in college, (5) Group sessions in mobility training and physical fitness were beneficial, and (6) Interested, mature undergraduates were capable of working with the blind students. Similar programs for students with other disabilities were recommended. (JK)

VT 004 238   ED (See June 1968 RIE)
The Selection, Training, and Placement of Blind Computer Programmers.

Association for Computing Machinery, New York, N.Y.
American Assn. of Workers for the Blind, Washington, D.C.
Pub Date - Jul66
EDRS PRICE MF-$0.25 HC-$2.16 52p.

*BLIND, *VOCATIONAL EDUCATION, *PROGRAMERS, *PROGRAM GUIDES, EMPLOYMENT QUALIFICATIONS, ADMISSION CRITERIA, OCCUPATIONAL INFORMATION, PROGRAM DEVELOPMENT, JOB PLACEMENT,

Findings of a 2-year study on the selection, training, and employment of blind persons in the computer related professions are reported for use as a guide for the teacher of computer professionals, the employer who seeks to make use of employees' skills, the rehabilitation worker who will guide the blind person, and the blind person who chooses this profession. Programming for blind persons is made possible because most high speed printers can be made to emboss a readable braille without undue modifications. Individuals selecting this work should have the general and intellectual qualities for which college training is usually recommended, and the independence to function in competition with sighted individuals. Other requirements concern medical and ophthalmological factors, education, personal adjustment and mobility, communications ability, interests, and goals. A thousand hours of training should be sufficient to prepare an average blind student for the job of coder-programer. The jobs of programmer analyst and systems analyst require more time and probably college training. Training materials, procedures, standards, guidelines for job interviews, and responsibilities for placement are discussed. (PS)

VT 004 243   ED (See June 1968 RIE)
Survey of Salaries for Selected Occupations in Services for the Blind, January 1966. Final Report.

Roberts, Harold G. * Collingwood, Huesten
American Foundation for the Blind, New York, N.Y.
Pub Date - 15Mar67
EDRS PRICE MF-$0.25 HC-$0.28 5p.

*PROFESSIONAL PERSONNEL, *BLIND, *SALARIES, EDUCATIONAL BACKGROUND, *MASTERS DEGREES, ADMINISTRATIVE PERSONNEL, *REHABILITATION PROGRAMS,

The purposes of this project were to (1) collect current data on salaries and educational background of personnel in 26 professional and administrative occupations specializing in services for the blind and compare it with 1955 and 1961 data, and (2) prepare and disseminate interpretative material for future salary planning. Data collected from mailed questionnaires showed that salaries had increased 28 percent since 1961, compared to 35 percent between 1955 and 1961, and that 3,800 persons were employed in the selected occupations. Trends in upgrading professional preparation were shown by the change in prevalence of master's degrees in each occupational category. Between 1955 and 1966, the number of vocational rehabilitation counselors having the degree increased by 10 percent, rehabilitation teachers by 16 percent, mobility instructors by 42 percent, elementary teachers in residential schools by 7 percent, vocational rehabilitation supervisors by 13 percent, and social case work supervisors by 20 percent. The number of social caseworkers having the degree decreased by one percent and secondary teacher in residential schools by 11 percent. (EM)

VT 004 248 ED (See June 1968 RIE)
Project Earning Power, Grant RD-1806-G, History and Final Report.

Langdon, Margaret
National Soc. Crippled Children and Adults, Chicago, Ill.
Pub Date - 31May67
EDRS PRICE MF-$0.25 HC-$0.76 17p.

*HANDICAPPED, *MANUFACTURING, *REHABILITATION PROGRAMS, SHELTERED WORKSHOPS, HOME PROGRAMS, HANDICRAFTS, *DEMONSTRATION PROGRAMS, PROGRAM DESCRIPTIONS, PROGRAM EVALUATION, VOLUNTEERS, New York City, Chicago, Illinois, Los Angeles, California,

The purpose of the project was to apply current knowledge, methods, and techniques in industrial design and product development to rehabilitating the handicapped by using the labor force available in Sheltered Workshops and Homebound Programs. Demonstration programs were established as task forces in Chicago, New York, and Los Angeles with the help of volunteer specialists in industrial design, product engineering, market research, business management, and retailing. Some of the problems encountered were (1) many designs were more adaptable to mass machine than to the project production, and many lacked sufficient marketing appeal, (2) Some items were too seasonal in appeal, (3) The workshop directors were not always able to experiment with new designs, (4) The Homebound Programs were not always able to supply enough skilled workers for quality and quality production, (5) Many workshops lacked necessary machinery, and (6) Workshop Directors tended to resist new or additional responsibilities. Despite the problems, the workshops in each city added new products, products were produced and sold, and the machinery was altered for use by the handicapped. Recommendations concerned funding for a longer period of time, reorganizing the governing structure, establishing laboratory shops, establishing geographically convenient centers for producing and marketing the items and purchasing raw materials, and marketing on a nationwide basis aimed at different markets such as gift, souvenir, interior design, and boutique. (MM)

VT 004 253 ED (See June 1968 RIE)
Jobs Now, A Project to Find Employment for 3,000 Young Men and Women, Provide a Unified Approach to Employment of the Disadvantaged and to Operate a Seminar Center for Personnel Involved in the Recruiting, Training, and Employment. Status Report, no. 3.

Chicago Young Men's Christian Assn., Ill.
Chicago Urban League, Ill.
Illinois State Employment Service, Chicago
Pub Date - May67
EDRS PRICE MF-$0.50 HC-$4.28 185p.

*EMPLOYMENT PROGRAMS, *DISADVANTAGED YOUTH, *PERSONAL GROWTH, *EMPLOYMENT EXPERIENCE, JOB PLACEMENT, VOCATIONAL TRAINING CENTERS, VOCATIONAL ADJUSTMENT, EMPLOYED, UNEMPLOYED, COMPARATIVE ANALYSIS, INDIVIDUAL CHARACTERISTICS, WORKSHOPS, *LESSON PLANS, TRANSPORTATION, HYGIENE, MONEY MANAGEMENT, HUMAN RELATIONS, Chicago,

The general objective was to help the clients attain employment readiness. Two-week workshops were held on each of the following--transportation and orientation to the city, grooming and personal hygiene, money management, and human relations training and job orientation. Daily lesson plans with objectives specifically related to the world of work and the clients' personal management were developed for each workshop. Teachers concentrated on concrete experiences expressed in simple quantitative language free of abstractions. Questions and answer sessions, role playing, problem solving, discussions, and field trips were the instructional methods used. Client growth was judged on the basis of teacher observation and the client's response to work experiences. Of 1,218 clients enrolled, 831 completed orientation, and 48 percent of those were either employed or enrolled in other programs. Clients who retained jobs were compared to those who lost them on the basis of sex, age, education completed, I.Q., marital status, police record, work history, and the degree of high support (personalized concern for the client) present in job situation. There was no significant difference between the two groups of clients except on the factor of high support present in the job situation. It seemed to contribute to job retention. A study of 10 participating companies providing high support and 10 providing little or no high support showed that the former retained 82 percent of the clients while the latter retained only 28 percent of the clients employed. (EM)

VT 004 318 ED (See June 1968 RIE)
Project Gatekeeper, the Education of Job Discrimination by the Use Of Self-Confrontation and Feedback to the Discriminator.

Dailey, Charles A.
American Univ, Wash., D.C. Res Ctr in Policy and Beh Sci
Pub Date - 67
EDRS PRICE MF-$0.75 HC-$5.32 131p.

*DISADVANTAGED GROUPS, ABILITY IDENTIFICATION, SENSITIVITY TRAINING, EMPLOYMENT QUALIFICATIONS, *EMPLOYMENT INTERVIEWS, PILOT PROJECTS, *EDUCATIONAL PROGRAMS, TAPE RECORDINGS, FEEDBACK, CASE STUDIES (EDUCATION), SIMULATION, *DISCRIMINATORY ATTITUDES (SOCIAL), ROLE PLAYING, JOB SEEKERS, TEACHING TECHNIQUES, *DECISION MAKING, PROGRAM EVALUATION, PERSONNEL SELECTION,

The main objective of this pilot study was to design a program for training decision-makers (employers) to interact with disadvantaged persons and to evaluate their "career potential" more appropriately. Training methods include the use of videotape recordings and playback, audiotape recordings of interviews and playback, sensitivity training, role-playing (simulated interviewing), programed cases, programed personnel data, and traditional methods of training such as lecturing and case studies. Findings of earlier studies and experiments of this study are included in the evaluations of the project. Findings included--(1) The social distance desired by the applicant with the interviewer is correlated with the understanding the applicant believes the interviewer has for him, (2) The social distance viewed by the applicant is related inversely to the qualification rating of the applicant by the interviewer, (3) Interviewers do a better job when applicants feel qualified, (4) Interviewers do a better job when they regard applicants as qualified, and (5) Interviewers do a better job when the applicant's rating of social distance indicates greater intimacy and understanding. (PS)

VT 004 320 ED (See June 1968 RIE)
Restoration of Youth Through Training, A Final Report.

Sullivan, Clyde E. * Mandell, Wallace
Wakeoff Research Center, Staten Island, N.Y.
Pub Date - Apr67
EDRS PRICE MF-$1.75 HC-$16.44 409p.

*VOCATIONAL EDUCATION, CORRECTIONAL EDUCATION, CORRECTIVE INSTITUTIONS, DRUG ADDICTION, EMPLOYMENT OPPORTUNITIES, REMEDIAL READING, *VOCATIONAL FOLLOWUP, MALES, DATA PROCESSING, EXPERIMENTAL PROGRAMS, COMPARATIVE ANALYSIS, CONTROL GROUPS, RESEARCH PROJECTS, INDIVIDUAL CHARACTERISTICS, JOB PLACEMENT, EMPLOYMENT EXPERIENCE, YOUNG ADULTS, *SOCIAL ADJUSTMENT, *VOCATIONAL ADJUSTMENT, *PRISONERS, REHABILITATION COUNSELING,
RYT, Rikers Island, New York City,

The purpose of the project was to provide vocational training for a sample of young jail inmates on Rikers Island in New York City and to evaluate their subsequent performance and adjustment upon release. Of 264 inmates selected upon the basis of testing and other criteria, 137 were randomly assigned to an experimental and 127 to a control group. The control group followed ordinary jail routine, and the experimental group received punched-card data-processing machine training, remedial reading instruction, individual counseling, post-jail supportive service, and job placement assistance. The project was beset by problems including institutional sponsorship, complete staff turnover, financial difficulties, and misunderstanding. Despite these difficulties, the study showed evidence that a vocational education program in jail coupled with post-release services does make a difference in job performance and social adjustment. Differences between experimental and control groups favored the former group in (1) non-return to jail, (2) non-return to jail even if addicted to drugs, (3) new job opportunities upon release, (4) social mobility as evidenced by job level, (5) reduction in incidence of physical labor jobs, (6) increase in jobs with promotion potential, (7) increase in jobs where job training was available, and (8) increased tenure with firms hiring inmates upon release. Appendixes include the research instruments, tabular data, a brief description of the reading program, and working papers prepared by staff members. (JM)

VT 004 325 ED 015 330
An Intensive Investigation of the Problems Associated With Young Men Who Are Mentally Unqualified for Military Service. Final Report.

Huq, A.M. * and others
Research Triangle Inst, Durham, N.C. Stats Res Div
SU-225
Pub Date - 31May67
EDRS PRICE MF-$0.75 HC-$7.12 176p.

*MENTALLY HANDICAPPED, *MILITARY SERVICE, *YOUTH, *VOCATIONAL ADJUSTMENT, *EMPLOYMENT POTENTIAL, INTELLIGENCE, APTITUDE, LITERACY, EMPLOYMENT EXPERIENCE, MOTIVATION, ECONOMIC STATUS, EMOTIONAL MALADJUSTMENT, MALES, EMPLOYMENT PROBLEMS, INDIVIDUAL CHARACTERISTICS, PILOT PROJECTS, QUESTIONNAIRES, FAMILY BACKGROUND, EDUCATIONAL BACKGROUND, TEST RESULTS,

The vocational potentials, problems of vocational adjustment, and special needs for assistance of 82 urban and 21 rural rejectees were studied, and recommendations on the methodology for a national study were made. Information on intelligence, vocational aptitudes, current employment and vocational status, literacy and educational attainment, attitudes and motivation for training or work, psychological and physical health, and socioeconomic situation through the use of the Wechsler Adult Intelligence Scale, the General Aptitude Test Battery, the Rorschach Test, and a comprehensive interview by a psychiatric social worker was elicited. Almost all of the rejectees had the potential to perform useful work but had experienced great irregularity of employment. There was serious need for remedial education in basic language and number skills, and for help in solving psychological problems, and developing better work habits. These efforts needed to be complemented by better employment opportunities. It was recommended that (1) a national survey give special attention to sampling problems and to developing or testing new sources of information on certain rejectee characteristics, and (2) an experiment be undertaken to test the effects of specific program features on factors in the problem areas identified by the pilot study such as insufficient motivation, inadequate work habits, low educational achievement, and psychological maladjustment. The appendix includes the interview instrument and statistical data. (JK)

VT 004 693   ED (See July 1968 RIE)
A Pilot Project to Develop a Program of Occupational Training for School Alienated Youth, The Center for Vocational Arts. Interim Report and Statistical Evaluation.

Office of Education, Washington, D.C.
BR-5-0005
Connecticut State Dept. of Education, Hartford
Norwalk Board of Education, Conn.
Pub Date - 31Aug67
EDRS PRICE MF-$0.75 HC-$6.76   167p.

*VOCATIONAL EDUCATION, *DROPOUTS, *POTENTIAL DROPOUTS, PILOT PROJECTS, PROGRAM DESCRIPTIONS, *PROGRAM EVALUATION, STUDENT CHARACTERISTICS, CASE STUDIES (EDUCATION), LEARNING DIFFICULTIES, STUDENT ALIENATION, CURRICULUM PLANNING, *DISADVANTAGED YOUTH, CULTURALLY DISADVANTAGED, DROPOUT PREVENTION, COUNSELING, HIGH SCHOOLS, BEHAVIOR PROBLEMS, TAXONOMY, EDUCATIONAL OBJECTIVES, TESTING PROGRAM, PROGRAM ATTITUDES, WORK EXPERIENCE, Center for Vocational Arts, Norwalk, Connecticut,

A total of 272 school alienated youth--dropouts and potential dropouts--were served by the Center between November 1965 and June 1967 in the following vocational areas--automotive services, child care, food services, health services, retailing services, office operations, manufacturing operations, maintenance and repair, and landscaping and horticulture. Students attended classes 3 hours and were placed in part-time employment 4 hours each day. An informal evaluation showed that 96 percent of the students were working to the complete satisfaction of their employers, 71 percent in jobs directly related to their training. Over 50 percent obtained their jobs through the school placement services. Some of the conclusions based on a review of case studies, observations, and community reaction were--(1) Dropouts will return and can succeed in a curriculum that meets their needs, interests, and aptitudes, (2) Disaffection for school can be changed, (3) Peer relationships stimulate healthy personal and social adjustments, (4) Parents can be involved, and (5) Business and industry are pleased with the program. Additional reports included are--(1) "An Analysis of 100 Case Studies," (2) "The Arrangement of Alienated Students into Diagnostic Formulations and Its Relevancy to Counseling in a Center for Vocational Arts," (3) "Report of the Consultant for Basic Education" which reviews the curriculum development activities, student characteristics, and factors affecting learning and attitudes, and (4) "An Evaluation of the Norwalk Occupational Training Program." A brochure explaining the program is attached. (BS)

VT 005 068
Speeches Presented at Annual Vocational Convention, American Vocational Association, Business and Office Occupations Education, Part II (61st, Cleveland, December 6, 1967).

Pub Date - 6Dec67
MF AVAILABLE IN VT-ERIC SET 19p.

*TIME BLOCKS, *BUSINESS EDUCATION, *ROLE PERCEPTIONS, SPEECHES, *DISADVANTAGED YOUTH, *OFFICE OCCUPATIONS, SUMMER WORKSHOPS, HIGH SCHOOL STUDENTS, GRADE 12, GRADE 10, FEMALES, STUDENT ATTITUDES, URBAN SCHOOLS, EXPERIMENTAL PROGRAMS,
American Vocational Association Convention,

The document contains reports of three projects. "Vocational Office Block Project" by Robert Poland, presents a progress report of a project at Michigan State University which operates in 38 schools in five states--Arizona, Florida, Michigan, New Jersey, and Washington. The program uses two- or three-period blocks of time in the senior year of high school to provide instruction in the advanced secretarial subjects. During 1966-67, the project was evaluated, and the results are now being interpreted. "Significant Perceptions of Office Work held by Tenth Grade Female Students Enrolled in Urban High Schools Serving Disadvantaged Youth," by F.H. Dye, reports administering a perception scale of 50 items, developed for use in the study to 1,305 students in 16 high schools in eight U.S. cities and to 205 beginning office workers in three U.S. cities. Data from 1,043 of the former sample and from 155 of the latter were computer analyzed. Progress on phase 2 of a new office and business education learnings system is outlined. "Identification and Modification of the Perceptions of the Disadvantaged Toward Office Work," reports a 5-week session, following Mr. Dye's study, of 28 business teachers, chairmen of departments, and assistant supervisors from 14 states to develop participant sensitivity to problems encountered by disadvantaged students, and to prepare and try out curriculum enrichment materials to supplement existing traditional subject matter. (PS)

VT 005 077
Speeches Presented at Annual Vocational Convention, American Vocational Association, Persons with Special Needs (61st, Cleveland, December 5, 1967).

Pub Date - 5Dec67
MF AVAILABLE IN VT-ERIC SET 26p.

*VOCATIONAL EDUCATION, SLOW LEARNERS, *DISADVANTAGED YOUTH, SPEECHES, CURRICULUM, *RESIDENTIAL SCHOOLS, *STUDENT PERSONNEL PROGRAMS, PROGRAM DESCRIPTIONS,
Cleveland, Ohio, Florida, Mahoning Valley Vocational School, Thomas A. Edison Occupational School, American Vocational Association Convention,

The document contains three speeches. "The Edison Program for Disoriented Youth," by R. Rice, explains supportive services, facilities, and training programs of a pilot project at Thomas A. Edison Occupational School in Cleveland, Ohio. The 6-year program begins in the seventh grade and aims to give youths an opportunity to succeed at their level. "Highlights of Special Needs-Vocational Programs in Florida," by T.C. Swift, describes programs for secondary students in regular schools, special schools, or pilot programs. "Residential Program at Mahoning Valley School," by J.R. Leeper, discusses the regulations and pupil personnel services of the program. (JM)

INSTRUCTIONAL
MATERIALS AND DEVICES
SECTION

VT 000 776 ED (See June 1968 RIE)
Using Television for Industrial Supervisory Development.

Schaefer, Carl J. * Strong, Merle E.
Ohio State Dept of Ed, Columbus. Trade and Ind Ed Service
Ohio State Univ., Columbus. Instr Mat Laboratory
Pub Date - 59
EDRS PRICE MF-$0.25 HC-$0.68 15p.

*TELEVISED INSTRUCTION, ADULT VOCATIONAL EDUCATION, *TRADE AND INDUSTRIAL EDUCATION, PROGRAM EVALUATION, TELEVISION RESEARCH, SUPERVISORS, *PUBLIC SPEAKING, EXPERIMENTAL PROGRAMS,

The hypothesis that the medium of television is an effective and efficient method of providing programs for supervisory development was tested. For nine consecutive Wednesday evenings, four classes of from 10 to 16 students, supplied by the Foreman's Club of Columbus, along with four untrained and inexperienced group leaders, were given instruction, via educational television in effective speaking. After the 30-minute presentation, the leader in each group handled the class. The television teacher had two assistants and a guest from each of the four classes for each of his demonstrations. Presentation, participation, and group leader effectiveness was evaluated by three judges who visited each group at least twice and submitted 28 evaluations. The television presentation phase received 19 excellent ratings, and the group participation phase received 12 excellent and 13 good ratings. Student opinions from pre- and post-course questionnaires showed--(1) 73 percent felt the television presentations were more interesting than normal procedures, (2) 88 percent felt the television instructor was more competent than the group leaders, (3) 70 percent felt that the group progressed faster than if television had not been used, and (4) 57 percent missed the opportunity of asking questions during the television presentation. Of the 58 students enrolled, attendance averaged 66.5 percent. Forty-two received completion certificates. It was concluded that the use of television has real possibilities in training supervisory personnel in industry. This document is available for 20 Cents from Ohio Trade and Industrial Education Service, Instructional Materials Laboratory, The Ohio State University, 1885 Neil Avenue, Columbus, Ohio 43210. (MM)

VT 001 536 ED (See June 1968 RIE)
A Study of the Effectiveness of the Stenographic Laboratory in Teaching Beginning and Advanced Shorthand.

Kirk, Beverly Clem * Dunn, George F.
Phoenix Union High School System, Ariz.
Pub Date - Sep66
EDRS PRICE MF-$0.25 HC-$1.24 29p.

*STENOGRAPHY, *TAPE RECORDINGS, *COMPARATIVE ANALYSIS, TEACHING METHODS, *ACADEMIC ACHIEVEMENT, OFFICE OCCUPATIONS EDUCATION, EXPERIMENTAL GROUPS, CONTROL GROUPS, *TRAINING LABORATORIES,

The achievement of all beginning and advanced shorthand students using traditional shorthand teaching during 1964-65 was compared with that of all beginning and advanced shorthand students using the four-channel stenographic laboratories and a locally developed 440-tape library during 1965-66. In beginning shorthand, 1,596 students started and 1,148 completed the course. In advanced shorthand, 505 students started and 412 completed the course. The stenographic laboratory method of teaching beginning shorthand resulted in significantly better achievement than the teaching of shorthand in the traditional method in that more students in the former attained greater dictation speed, specific speed goals earlier, and acceptable speed goals and an employable shorthand skill by the end of the year. The comparison of results on 3- and 5-minute shorthand speed tests for advanced shorthand showed no significant difference in improvement between groups taught by the two methods. The use of the stenographic laboratory and tapes has implications for instruction--(1) Teachers have more time for teaching other secretarial and office duties, (2) Teachers can devote more time to individualized instruction and to planning, and (3) Students can work individually on speed building. (PS)

VT 002 876   ED 011 961
Work Instruction Programs for the Food Service Industry.

Kansas State Univ., Manhattan.
BR-6-2159
Pub Date -   Apr67
EDRS PRICE MF-$0.25 HC-$2.08   50p.

*OCCUPATIONAL HOME ECONOMICS, *PROGRAMED MATERIALS, *WORK SIMPLIFICATION, FOOD SERVICE, MATERIAL DEVELOPMENT, FOODS INSTRUCTION, TESTS, FILMSTRIPS, *FOOD SERVICE OCCUPATIONS,

The purpose of this study was to develop (1) efficient work methods for 100 typical tasks performed by employees in the food service industry, and (2) programed learning media for communicating these methods to employees on the assumption that such a program would be useful for area vocational-technical schools and individual food services in hospitals, schools, and universities as well as private enterprise. To determine the needs of the industry, a questionnaire plus a sample program, which included slides, script and a quiz, was sent to 500 members of the National Restaurant Association, 50 school lunch programs, 50 hospitals, 50 college residence halls, and 150 vocational-technical schools with food service programs to determine needs of the industry. Only 281 responses to the questionnaire and 35 percent of the slides were returned. Program preferences were tabulated. The 10 subjects chosen for programing were Dipped Salad Assembly, Making Change, Cleaning a Meat Slicer, Making Salad Sandwiches, Making Sliced Meat Sandwiches, Cutting a Pie, Breading Foods for Deep Fat Frying, Frosting a Cake, Cutting a Cake, and Portioning Pudding. Each program consisted of slides, script, quiz, and black and white handout. The programed learning proved effective for training the unskilled in useful work. However, the project was cancelled because of lack of Office of Education funds. Supplementary material includes the survey form, comments about the program from those surveyed, sample scripts and tests, and a black and white handout for cutting a two-crust pie. (FP)

VT 003 990   ED 010 641
Project NOTIFY, Needed Occupational Television Instruction for Youth. Final Report.

Lawson, William H. * Bancroft, John
San Bernardino Valley Coll., Calif.
BR-5-0068
Pub Date - Jun66
EDRS PRICE MF-$0.25 HC-$1.60 38p.

*OCCUPATIONAL GUIDANCE, *TELEVISED INSTRUCTION, *OCCUPATIONAL INFORMATION, *PROGRAM EVALUATION, *EXPERIMENTAL PROGRAMS, EDUCATIONAL TELEVISION, GUIDANCE PROGRAMS, VIDEO TAPE RECORDINGS, SENIOR HIGH SCHOOLS,
Project NOTIFY,

The project, Needed Occupational Television Instruction for Youth (NOTIFY), was conducted to determine the effectiveness of television as a medium for disseminating occupational information to high school students. Video tapes were prepared for seven occupational areas--secretarial, food retailing, department store retailing, automotive technology, lodging and food service, financial institution, and law enforcement. These tapes were designed to identify employment opportunities, entrance level positions, and the "career-ladder" within the occupational area. Grades 11 and 12 students in eight senior high schools participated in the project. Data were collected from students and counselors with three television program information inventories. The purposes of this study were to (1) report on the Project, (2) determine its effect and appropriateness, and (3) make recommendations for the effective utilization of the video tapes. Data showed that students, counselors, and school principals considered the programs a valuable source of occupational information. Students judged the programs to be valuable in presenting job and career development facts, moderately effective in encouraging students to remain in school, and of lesser value in motivating them to think about matters specifically related to job plans. It recommended that the video tapes be made available to interested schools throughout the country. Appendixes include a detailed evaluation report and television program information inventories. (HC)

VT 004 153 ED (See June 1968 RIE)
Development and Evaluation of Instructional Units for Teaching Profit-Maximizing Principles in Vocational Agriculture. Final Report.

Barker, Richard L.
Ohio State Univ., Columbus. Research Foundation
Pub Date - Aug67
EDRS PRICE MF-$0.25 HC-$0.28 5p.

*VOCATIONAL AGRICULTURE, HIGH SCHOOLS, UNITS OF STUDY (SUBJECT FIELDS), *INSTRUCTIONAL MATERIALS, INFORMATION DISSEMINATION, *FARM MANAGEMENT,

The writing, evaluation, and revision of the instructional units were completed on schedule and a summary of the study will be published in the local "Research Series in Agricultural Education" to be sent to all states. The development and findings of the study will be included in "Agricultural Education Magazine." Sample copies of the unit were distributed to each teacher trainer and head state supervisor of vocational agriculture in the United States. Teachers involved in the project and those who requested the material will use the units during the 1967-68 school year.

Inservice training meetings and workshops were recommended to encourage use of the material. Demonstration schools and followup studies were suggested to facilitate more effective use of the principles approach to farm management instruction. An estimate of budget expenditures is included. (WB)

VT 004 364 ED (See July 1968 RIE)
An Evaluation of the Off-Farm Agricultural Occupations Materials.

Hensel, James W. * Johnson, Cecil H., Jr.
Ohio State Univ., Columbus. Center for Voc. Educ.
Research Ser-21
Pub Date - Oct67
EDRS PRICE MF-$0.50 HC-$3.48 85p.

VOCATIONAL AGRICULTURE TEACHERS, STATE SUPERVISORS, *OFF FARM AGRICULTURAL OCCUPATIONS, *INSTRUCTIONAL MATERIALS, CURRICULUM GUIDES, *VOCATIONAL AGRICULTURE, HIGH SCHOOLS, *INFORMATION DISSEMINATION, *ADOPTION (IDEAS), NATIONAL SURVEYS,

Questionnaires were mailed to 50 state supervisors of agricultural education and 373 high school teachers identified as purchasers of Center-developed and -disseminated material to evaluate the content of course outlines and instructional materials prepared for teaching off-farm agricultural occupations. Completed questionnaires were returned by 42 of the 50 state supervisors and 297 of the 373 teachers. Specific objectives of the study were to determine the distribution of materials, to determine the extent to which they influenced local and state programs in each of the occupational areas, and to assess the effectiveness of the materials used in the classroom including the degree of acceptance by the teachers. Some findings were--(1) Vocational agriculture teachers placed 71.6 percent of all orders for the materials, (2) The most frequently purchased materials were the course outlines and modules in the agricultural supply, horticulture, and agricultural machinery areas, (3) Most vocational agriculture teachers who used the materials indicated that they were of high value in initiating and developing off-farm agricultural occupations programs, and (4) State supervisors of agricultural education indicated that the materials were used to a great extent in planning state programs in off-farm agricultural occupations. It was concluded that the materials were well distributed geographically among the agriculture teachers, favorably received by state supervisory personnel, and generally well accepted by the teachers included in the survey. It was recommended that an effort be made by state and area supervisory personnel to acquaint more vocational agriculture teachers with these off-farm agricultural occupations materials. The appendixes contain copies of the survey instruments and tables of related data. (WB)

VT 004 757 ED (See July 1968 RIE)
National Seminar to Improve the Use of Youth Organizations in Vocational Education as Teaching Devices. Final Report.

Luster, George L.
Kentucky Univ., Lexington. Div. of Vocational Education
Pub Date - Oct67
EDRS PRICE MF-$0.75 HC-$7.44 184p.

*YOUTH CLUBS, *VOCATIONAL EDUCATION, *YOUTH LEADERS, INSTRUCTIONAL AIDS, YOUTH PROGRAMS, VOCATIONAL AGRICULTURE, BUSINESS EDUCATION, HOME ECONOMICS EDUCATION, TRADE AND INDUSTRIAL EDUCATION, PROGRAM EVALUATION, DISTRIBUTIVE EDUCATION, DISADVANTAGED YOUTH, PROGRAM DEVELOPMENT, *LEADERSHIP TRAINING, SEMINARS, FACULTY ADVISORS, SCHOOL COMMUNITY RELATIONSHIP, ACTIVITIES, *PROGRAM IMPROVEMENT, TEACHER EDUCATION,

One hundred and twenty-six professional leaders of vocational youth organizations in agriculture, business and office, distribution, home economics, and trade and industry from 46 states met to consider the role of youth organizations as teaching devices. Major presentations were--(1)"Emerging Concepts of Youth Organizations and Their Purposes" by D.L. Blake, (2) "The Role of Youth Organizations in Vocational Education" by E.P. Hilton, (3) "Youth Organizations as Teaching Devices" by F. Johnson, (4) "Examples of Youth Activities in Teaching" by H.G. Tripp, (5) "Good and Poor Examples of Using Activities of Youth Activities in Teaching" by C.L. Keels, (6) "Leadership Training Programs--How the Program Here is Conducted" by D. Potter, (7) "Developing Post-Secondary Vocational Youth Organizations" by W. Chojnowski, (8) "Involvement of Disadvantaged Students in Vocational Youth Organizations" by J.W. Warren, (9) "The Local Program of Activities, the Starting Point" by G. Barton, (10) "Developing Relationships with Business, Industry, School Administrators, and the Public--Techniques and Media to Use" by R.J. Mercer, (11) "Preparing Teachers for Their Role as Advisers to Youth Organizations" by J.L. Reed, (12) "The Place of Research in Youth Organizations in Vocational Education" by G.Z. Stevens, and (13) "Evaluation of Youth Organizations" by E. Kantner. Speeches presented in four symposia, summaries of group discussions, and the seminar evaluation instrument are included. (WB)

PHILOSOPHY
AND OBJECTIVES
SECTION

VT 000 070 ED 013 867
Problems and Prospects in Vocational Education.

Broudy, Harry S.
Illinois Univ., Urbana. Dept. of Vocat. and Tech. Educ.
Pub Date - 65
EDRS PRICE MF-$0.25 HC-$1.88 45p.

*EDUCATIONAL PHILOSOPHY, CURRICULUM, SECONDARY EDUCATION, POST SECONDARY EDUCATION, *VOCATIONAL EDUCATION, *GENERAL EDUCATION,

The contentions evident in recent discussions of vocational education are critically examined. Programs at the secondary level are questioned because of the time and concentrated effort required for general education and the need for a concentration of resources and staff to provide the high level of training required by modern industry. The post-secondary school is in a better position to do this. General education must lay the groundwork for all high-grade applications of knowledge by providing reliable replication of certain symbolic skills and key facts, reliable habits of acquiring and using knowledge interpretively, and a mass of learnings that will be used associatively to enrich lives and give them individuality to safely and productively utilize the benefits of a large-scale machine industry. Not only a high order of vocational skill is needed, but also a higher order of citizenship and personal development. Automation can provide the added productivity to maintain and exploit a technologically sophisticated culture for further benefits. Vocational education has to become formal and more consciously and extensively based on theory. Vocational statesmen should sit on the boards of research and development in every major firm and governmental agency to shape the educational strategy. There should not be a lag of 15 to 20 years between the manpower needs of the nation and educational facilities for meeting them, but a lead time of a decade. Rebuttals by Stephenie G. Egerton, James E. Gallagher, and Jacob Stern follow the paper. (EM)

VT 000 509 ED 012 779
Meeting Educational Needs for Post-High School Age Youth and Adults in Alabama. (A Report of Conferences Held at Auburn University in 1964 on Vocational, Technical, and Junior College Education).

Auburn Univ., Ala. School of Education
Pub Date - 64
EDRS PRICE MF-$0.50 HC-$4.00 98p.

*SPEECHES, *EDUCATIONAL NEEDS, *POST SECONDARY EDUCATION, *ADULT EDUCATION, PROGRAM PLANNING, EDUCATIONAL PROGRAMS, EDUCATIONAL TRENDS, JUNIOR COLLEGES, TRADE AND INDUSTRIAL EDUCATION, TECHNICAL EDUCATION, *VOCATIONAL EDUCATION, SOCIAL INFLUENCES, STATE PROGRAMS, CONFERENCES,
North Carolina, Florida, California, Alabama,

Speeches given at three meetings are included--(1) a faculty meeting of the School of Education, Auburn University, January 31, 1964, (2) the annual spring conference of the Alabama Association of School Administrators, April 26-27, 1964, and (3) a conference sponsored by the School of Education, Auburn University, June 22-23, 1964. The speeches are--(1) "The Role of the Junior College," by B. Lamar Johnson, (2) "Social Forces Affecting School Programs," by Robert R. Wiegman, (3) "Emerging Purposes and Programs for Community Education," by Raymond E. Schultz, (4) "Emerging Patterns of

Organizing, Administering, and Financing Community Education," by Robert R. Wiegman, (5) "Programs in North Carolina," by Fred Eason, (6) "Programs in Florida," by James L. Wattenbarger, (7) "Programs in California," by Fred L. Wellman, (8) "Overview of State Plans in Alabama for Trade, Technical, and Junior College Education," by Austin R. Meadows, (9) "Developments and Directions in Junior College Education in Alabama," by Ben A. Forrest, (10) "Alabama Plans and Programs with New Federal Legislation in Vocational Education," by J. Fred Ingram, (11) "Alabama Plans and Programs for Vocational-Technical Education," by Dorsey L. Haynes, (12) "Alabama Plans and Programs for Junior College Education," by Ernest R. Knox, (13) "Conference Summary and Recommendations," by Maurice Litton, and (14) "Problems Confronting Alabama," by Truman M. Pierce. (PA)

VT 001 160   ED (See July 1968 RIE)
The Changing Culture Patterns of Work and Leisure.

Mead, Margaret
Manpower Administration, Washington, D.C.
Pub Date -   Jan67
EDRS PRICE MF-$0.25 HC-$1.76   42p.

*AUTOMATION, SPEECHES, *EMPLOYMENT, *LEISURE, *CULTURAL PATTERNS,
Seminar on Manpower Policy and Program,

There exists today a series of discrepant ideas about the problem of work and leisure. Society in general feels that the wrong people will have the new leisure, that the professional persons of the country are going to work hard while those on the technical level will be less and less committed to their jobs. The new leisure will go to the imperfectly educated, unmotivated part of the community which will "misuse" it. The idea that each individual buys his way to food, shelter, education, safety by holding a job is quite new and was characteristic of the industrial revolution which is now more or less finished. The idea is no longer appropriate. A future problem will be how to devise a system in which every individual has dignity and purpose in society, and the society has a rationale for distributing the results of its high productivity. A way must be devised to simultaneously talk about full employment for the present and plan for a different kind of society in the future. The dichotomy between work and leisure must be eliminated. There is needed a new concept of participation in society, participation meaning something like citizenship. The word for this concept should be sufficiently dignified so that how much remunerated activity one engages in is not the relevant point but at the same time, differences between the ambitious and the unambitious or the talented and the untalented are recognized. A question-answer interchange between speaker and audience is included. This paper was delivered at the Seminar on Manpower Policy and Program (Washington, D.C., February 16, 1966). (SL)

VT 003 259   ED (See June 1968 RIE)
Conference on Major Problems in Vocational Education in the South. Center Seminar and Conference Report, no. 1.

Nerden, Joseph T.
North Carolina State Univ, Raleigh. Center for Occup Ed.

Pub Date - 66
EDRS PRICE MF-$0.25 HC-$1.96 47p.

*VOCATIONAL EDUCATION, *SOUTHERN STATES, *EDUCATIONAL PROBLEMS, ADMINISTRATIVE PROBLEMS, CURRICULUM PROBLEMS, PERSONNEL, FINANCIAL PROBLEMS, RESEARCH PROBLEMS, STUDENT PROBLEMS, EMPLOYMENT PROBLEMS, CONFERENCES, PROGRAM PLANNING,

Major problems in vocational education relating to personnel, curriculum, students, operating policies and procedures, and financing were studied by 20 representatives from education, industry, and state agencies at a regional conference. Conference objectives were to (1) identify urgent problems in vocational education, (2) suggest feasible solutions, and (3) identify research for the solution of these problems. Consultants discussed problems in five areas of vocational education. Personnel problems were the critical personnel shortage and the future role of the vocational administrator as a planner and leader-arranger. The major problem in curriculum was keeping content current. Student problems involved helping students made valid educational choices, improving the status of vocational education, identifying student motivations, and changing Southern cultural inhibitions against female employment in industry. Other problems included a lack of overall policy which is reflected in the isolation of vocational education from general education and a need for more efficient utilization of financing by knowing sources of funds and presenting adequate data to influence their allocation. (EM)

VT 003 623
Networks for Progress. (Abstracted from an Address to Michigan FFA Association and Teachers of Vocational Agriculture, March 1967).

Hall, Carl W.
Pub Date - Sep67
MF AVAILABLE IN VT-ERIC SET 2p.

*COMMUNICATIONS, *TRANSPORTATION, *ELECTRICITY, *EDUCATION, EDUCATIONAL NEEDS,

Three basic physical networks--communication, transportation, and power--are required for progress in our society. Other factors involved in development are sociological, political, economical, and human incentive. The communication network consisting of telephones, television, telegraph, radio, newspapers, magazines, and mail service must be developed to support education, exchange of information relating to food, health, nutrition, industry, labor, and recreation. The transportation network consisting of sidewalks, highways, railways, rivers, and air systems is necessary for the movement of food, supplies, and people. The power network, consisting primarily of electricity, is necessary to sustain the transportation and communication networks in a developing country. Education, important as it is, will not contribute significantly to a country unless it is superimposed on satisfactory networks of communication, transportation, and power. Without these networks, the educational institutions become isolated, they do not relate to the problems of their societies, and they are not effective in assisting in the economic development of the country. This document appeared in the "Agricultural Education Magazine," volume 40, number 3, September 1967. (WB)

VT 003 688   ED (See June 1968 RIE)
New Conceptions of Vocational and Technical Education.

Rosenberg, Jerry M.
Columbia Univ., New York, N.Y. Teachers Coll.
BR-5-0021
Pub Date -   65
EDRS PRICE MF-$0.50 HC-NOT AVAILABLE FROM EDRS   93p.

*EMPLOYMENT TRENDS, UNEMPLOYMENT, *VOCATIONAL EDUCATION, *TECHNICAL EDUCATION, YOUTH EMPLOYMENT, PROGRAM PLANNING, SEMISKILLED OCCUPATIONS, *EDUCATIONAL PROBLEMS, TECHNOLOGICAL ADVANCEMENT, *CONFERENCES, SPEECHES,
National Conference on the Need for a Renewed Conception of Vocational and Technical Education,

The National Conference on the Need for a Renewed Conception of Vocational and Technical Education, held in May 1965, assembled specialists from industry, government, and education to examine the major issues and concerns of vocational and technical education. Major emphasis was placed on the rapid changes in vocational education and present conditions that require a refocusing of energies in the development of new curriculums and philosophies of instruction. The dialogue of the conference concentrated on the implications of old and new vocational programs in the secondary schools, community and junior colleges, and universities. The papers presented in this document attempted to identify the major issues in vocational and technical education and the demands made on educational institutions to recognize the needs in the present and future world of work. Papers presented were (1) "What Is Vocational and Technical Education," by Carl J. Schaefer, (2) "Key Issues and Problems in Vocational and Technical Education," by Eli Ginzberg and Dale Hiestand, (3) "The Vocational Education of the Semiskilled," by Donald Super, (4) "Work and Vocational Education," by Charles De Carlo, (5) "Labor Force Trends and the Course of Vocational Education," by Seymour Wolfbein, and (6) "Vocational Education for a Changing World," by Paul Rosenbloom. This document is available for $1.25 from Teachers College Press, Columbia University, 525 West 120th Street, New York, New York 10027. (WB)

VT 004 354   ED (See July 1968 RIE)
A Selected and Annotated Bibliography of Studies Concerning the "Taxonomy of Educational Objectives--Cognitive Domain".

Cox, Richard C. * Unks, Nancy Jordan
Pittsburgh Univ., Pa. Learning Res. and Dev. Ctr.
Working Paper-13
Pub Date -   Jun67
EDRS PRICE MF-$0.25 HC-$1.56   37p.

*ANNOTATED BIBLIOGRAPHIES, EDUCATIONAL RESEARCH, *EDUCATIONAL OBJECTIVES, *BEHAVIORAL OBJECTIVES, *TAXONOMY, TESTS, CURRICULUM, Taxonomy of Educational Objectives--Cognitive Domain,

A majority of the 53 items, written between 1956 and 1967, are graduate theses, journal articles, or papers reporting studies involving or testing the "Taxonomy of Educational Objectives--Cognitive Domain". Other study subjects include an application of the "Taxonomy" to the study of mathematics in six films, tests based on "Taxonomy" classification, analyses of teacher-made tests by "Taxonomy" classification, and curriculum construction based on the "Taxonomy." Addresses of most of the authors are included. (EM)

VT 004 383 ED (See June 1968 RIE)
Technological Innovations and Society.

Morse, Dean * Warner, Aaron W.
Pub Date - 66
DOCUMENT NOT AVAILABLE FROM EDRS 224p.

*TECHNOLOGICAL ADVANCEMENT, *SOCIAL CHANGE, SOCIOECONOMIC INFLUENCES, POLITICAL INFLUENCES, ENVIRONMENTAL INFLUENCES, FOOD, RESEARCH, INDUSTRY, WORLD PROBLEMS, *INNOVATION, *CHANGE AGENTS, SEMINARS,
Columbia Seminar of Technology and Social Change,

The papers and discussions in this book represent the deliberations of the 1964-65 Columbia Seminar of Technology and Social Change in which, during regular monthly meetings throughout the academic year, a diverse group of physical scientists, social scientists, business leaders, and public officials attemped to relate technology to innovation and to explore its impact on specific aspects of the social environment. The theme of challenge and opportunity runs throughout the papers and discussions. Thoughts about the future fluctuate from fear of universal social disaster, through uneasiness about what course further developments will take, to cautious optimism. All agree, however, that men of science and technology in cooperation with political and industrial leaders and imaginative men in general should combine their efforts and attack the social problems that are constantly being created by the advances made through technology. Papers presented were (1) "Technology and Innovation," by J.B. Wiesner, (2) "Industry and the Paradox of Ubiquitous Individuation," by E.H. Land, (3) "The Management of Change--A Personal View", by L.L. Hershey, (4) "The Function of Research in a Corporation or Industry," by E.R. Piore, (5) "Can We Feed the World," by W.H. Debrall, Jr., (6) "Some Speculations on the Social Impact of Technology," by D.N. Michael, (7) "The Need for Technological Change," by H.V. Villard, and (8) "Political Implications of Technology and Social Change," by J.S. Clark. This document is available for $6.00 from Columbia University Press, 440 West 110th Street, New York, N.Y. 10025. (HC)

RESEARCH DESIGN
AND RESEARCH DEVELOPMENT
SECTION

VT 001 638   ED (See June 1968 RIE)
The Establishment of the Mississippi Research Coordinating Unit for Vocational and Technical Education. Final Report.

Wall, James E.
Mississippi Res Coordg Unit for Vocat-Tech Ed, State Coll
BR-5-0059
Pub Date - Mar67
EDRS PRICE MF-$0.25 HC-$0.80 18p.

*RESEARCH COORDINATING UNITS, *PROGRAM DESCRIPTIONS, *STATE PROGRAMS, *EDUCATIONAL RESEARCH, *VOCATIONAL EDUCATION, RESEARCH PROJECTS, RESEARCH PROPOSALS, INFORMATION DISSEMINATION, Mississippi,

Activities of the Unit for the period June 1, 1965, to March 31, 1967, are reported. To stimulate research the Unit assisted in formulating research proposals for the studies--(1) A Comparative Analysis of Electronic Content in Public Post-High School Technical Institutes and Electronic Technology Requirements of Industry, (2) Five Pilot Projects in Wage Earning in Home Economics in Mississippi, 1965-66, (3) Development and Use of Subject Matter Materials for Vocational Education in Agriculture, (4) State-Wide Self-Evaluation of Vocational-Technical Education in Mississippi, and (5) Occupational and Educational Aspirations and Expectations of Negro Rural Male High School Seniors in the Mississippi Delta. Research coordination consisted of advisory committee meetings to determine direction and policy, and staff participation in state division staff meetings. Implemented research projects of Unit staff members were (1) Employment Opportunities and Competency Needs in Non-Farm Agricultural Occupations in Mississippi, (2) Vocational Education Implications of High School Dropouts in a Mississippi Community, (3) Delta Manpower Survey, and (4) An Evaluation of MDTA Programs in Mississippi to Determine Information for Future Planning. Dissemination activities included a compilation and publication of information relative to the state's population and labor force and replies to various requests for information in specific areas of research. (EM)

VT 002 222
An Inquiry into Research and Data Collection as Represented by a Sample of Agencies in the State.

Lynch, Patrick D.
Educational Service Centers, Albuquerque, N. Mex.
Pub Date - 67
MF AVAILABLE IN VT-ERIC SET 266p.

*RESEARCH, *DATA COLLECTION, *AGENCIES, INTERVIEWS, STATE PROGRAMS, ECONOMIC RESEARCH, EDUCATIONAL RESEARCH, VOCATIONAL EDUCATION, New Mexico,

The purpose of this study was to survey projects concerned with collecting social and economic data. Some agencies interviewed included--Office of Economic Opportunity, Department of Education, Department of Finance and Administration, Department of Public Health, Department of Public Welfare, Labor and Industrial Commission, Fair Employment Practices Commission, State Corporation Commission, Educational Research Committee, Bureau of Business Research, New Mexico State Hospital at Las Vegas, New Mexico State Penitentiary, and Educational Services Center. Data are shown in tables for each agency and its subdivisions. The following information is given for each project--starting and completion date, type of research and frequency, attributes of information collected, population, instrument, persons involved with collecting data, manual or mechanical processing, authorization, funding, pattern of dissemination, part of larger project, other agencies participating, and remarks. Pie charts summarize information and bargraphs indicate actual numbers of projects reported for each agency. The project was completed in 4 weeks and the possibility or interviewer-interviewee error was recognized. (MM)

VT 002 225 ED 012 333
Establishing a Center for Research in Vocational and Technical Education.

Nagel, Elwyn H.
North Dakota Univ., Grand Forks
BR-5-0093
Pub Date - Jan67
EDRS PRICE MF-$0.25 HC-$0.88 20p.

*RESEARCH COORDINATING UNITS, *PROGRAM DESCRIPTIONS, *VOCATIONAL EDUCATION, *RESEARCH PROPOSALS, RESEARCH PROJECTS, EDUCATIONAL RESEARCH, CONSULTANTS, INFORMATION DISSEMINATION,
North Dakota Research Coordinating Unit,

Activities pursued by the Center from the time of its designation as a Research Coordinating Unit (RCU), June 30, 1965, to November 30, 1966 are reported. Objectives of the RCU were to--(1) build an atmosphere within the state that commits itself to research and is receptive to it, (2) stimulate projects, ideas, and understanding of research, (3) provide leadership in research related activities, (4) coordinate state education research efforts in the state agency and with other government and professional agencies and professions, (5) serve as consultants on research ideas and projects that forward vocational education, (6) disseminate research information that enables others to utilize recent research findings, (7) identify research training needs and personnel, (8) work toward the identification of basic issues and problems needing research, and (9) develop long-range plans for research. The RCU assisted in the development of 17 research proposals including--(1) Factors Involved in the Decision to Migrate and the Impact of Migration Upon the Individual and the Sender and Receiver Community, and (2) Determination of North Dakota High School Students' Knowledge of Occupational Areas and Vocational Training Available. The director, funding requested, and status are shown for each project. The RCU helped identify research problems, and supervised and coordinated studies related to vocational education. These are listed. (SL)

VT 002 450 ED (See July 1968 RIE)
Quarterly Report of the California Research Coordinating Unit for Vocational Education, January 1, 1967 through March 31, 1967.

California Coord Unit for Occup Res and Dev, Sacramento
Pub Date - 67
EDRS PRICE MF-$0.25 HC-$0.44 9p.

*RESEARCH COORDINATING UNITS, *PROGRAM DESCRIPTIONS, *EDUCATIONAL RESEARCH, *STATE PROGRAMS, *VOCATIONAL EDUCATION, INFORMATION DISSEMINATION,
California,

Activities of the Unit during the quarter included (1) providing consulting service for 21 institutions and organizations planning and conducting research in vocational education, (2) working with seven institutions to coordinate research activities, (3) developing a retrieval system to assist in disseminating information, (4) identifying, obtaining, and indexing Educational Resources Information Center and Defense Documentation Center microfiche research materials, (5) arranging a meeting for teacher educators in vocational education to see a demonstration of a Micro-Teaching Research Project at Stanford University, (6) mailing, on a loan basis, 100 hard copies and 47 microfiche to 62 persons and, on a permanent basis, 74 hard copies and 45 microfiche to 27 persons, (7) mailing 1,000 newsletters, 300 research summaries in vocational choice and job satisfaction, 200 microfiche indexes, and 135 research design workshop reports, (8) attending 10 conferences, (9) acting as liaison between state agencies and others interested in research in vocational education, (10) assisting in developing four research projects and training institutes, and (11) sponsoring three research seminars to further development of research in vocational education through cooperative efforts between agencies. (MM)

VT 002 497 ED 013 932
You and Research.

Simpson, Elizabeth
American Vocational Assn., Washington, D.C.
Pub Date - 63
EDRS PRICE MF-$0.25 HC-$0.84 19p.

*VOCATIONAL EDUCATION, *EDUCATIONAL RESEARCH, PRACTICAL ARTS, TEACHER EDUCATORS, RESEARCHERS, RESEARCH OPPORTUNITIES, TEACHERS, SUPERVISORS, VOCATIONAL DIRECTORS, RESEARCH PROBLEMS, COOPERATIVE PROGRAMS,

Research in vocational education is the responsibility of state staff, teacher educators, directors, supervisors, coordinators, and teachers throughout the United States. Research is important in every aspect of modern living, but it is vital in the vocational and practical arts fields where many questions, many profoundly affecting policies, remain unanswered. The small amount of research produced in the vocational field has been due to its newness and to the lack of competence of personnel in research procedures. Continuous research is needed to determine the most satisfactory techniques, organization, content, and procedures in teaching, supervision, and administration. Federal vocational education acts have made some provision for research activity, and Department of Education studies and publications have been useful, but vast areas still need to be studied. Research could result in answers to problems such as effect of technological change on vocational education, student selection, training of adult workers, teacher training, and needs of the handicapped. Research in the field will prosper when each member of the profession considers it his responsibility and privilege to promote and engage in research and experimentation and use research findings in his everyday work. (WB)

VT 002 754 ED (See June 1968 RIE)
Putting Research, Experimental and Demonstration Findings to Use, MDTA Experimental and Demonstration Findings, no. 1.

Manpower Administration (DOL), Washington, D.C.
Pub Date - Jun67
EDRS PRICE MF-$0.50 HC-$3.28 80p.

*RESEARCH UTILIZATION, SEMINARS, FEDERAL PROGRAMS, *RESEARCH PROJECTS, INTERAGENCY COOPERATION, *DEMONSTRATION PROJECTS, *EXPERIMENTAL PROGRAMS, *INTERAGENCY PLANNING, INFORMATION DISSEMINATION, GUIDELINES,

The Department of Labor held a 2-day seminar in November 1966 in Washington, D.C. to pool experience, knowledge, and ideas for the development of effective strategies for the utilization of research findings. The participants represented the Office of Manpower Policy, Evaluation, and Research (OMPER), other components of the Manpower Administration, other Federal agencies which engage in activities similar to OMPER's experimental and demonstration program, and some nongovernmental persons involved in research and development projects. The activities of the seminar included the presentations of papers by members of the seminar planning committee to describe the current utilization activities of the different agencies, the obstacles to utilization, and the program to promote utilization which they would institute if given full authority to do so. Two case studies, one of a project which had successful utilization and one which had important findings but relatively unsuccessful utilization were presented. Seminar suggestions for improved research utilization include--(1) stimulating good proposal ideas, (2) improving the grant or contract negotiation procedure to achieve more effective utilization, (3) improving the interaction between funder and grantee or contractor, (4) clarifying the kinds of action which might result from experimental and demonstration project findings, (5) translating findings into action, (6) training Washington experimental, demonstration, and research program staffs, and (7) developing better interagency coordination in investigating problem areas. A selected literature review, a bibliography, a position paper of the Bureau of Research, current activities of some federal agencies in dissemination and utilization, and models of the change process in relation to implementation are included. (HC)

VT 002 883 ED (See July 1968 RIE)
The Potential Contribution of Psychology to Inter-Disciplinary Research in Vocational-Technical Education.

Lewis, Edwin C. * Heiserman, Mary
Iowa State Univ. of Science and Tech., Ames
Pub Date - Nov66
EDRS PRICE MF-$0.25 HC-$0.88 20p.

*PSYCHOLOGICAL STUDIES, *VOCATIONAL EDUCATION, RESEARCH PROPOSALS, *EDUCATIONAL RESEARCH, STUDENT CHARACTERISTICS, *VOCATIONAL INTERESTS, *ASPIRATION, BIBLIOGRAPHIES, LITERATURE REVIEWS,

The purpose of this project is to collect information concerning the status of psychological research related to vocational education, organize the information to provide guidance and stimulation for developing and executing research to fill current gaps, cooperate with other disciplines in developing research proposals, and propose and develop methods by which psychologists can contribute to research in vocational and technical education.

From a search of the literature, seven categories of research have been identified--(1) academic achievement, (2) counseling, including techniques and use of tests, (3) demographic characteristics of students, emphasizing characteristics of rural students and implications for education, (4) teaching methods, (5) occupational choice, including the process of vocational development and factors influencing choice of a specific occupation, (6) school environment, emphasizing variables within the school setting that influence student goals and performance, and (7) student characteristics, including aspiration level, interests, and abilities. Research concerning student aspiration level and vocational interests is summarized and its implications for teaching and research in vocational and technical education is discussed. The final report will contain summaries in the other five areas and will recommend studies which can and should be undertaken by psychologists. A list of 69 references is included. This report appears in "Appendix of Final Research Reports for Project in Research and Development in Vocational and Technical Education, Non-Metropolitan Areas" (ED 011 069) which supplements VT 001 546. (JM)

VT 003 144   ED 012 343
Oklahoma Vocational Research Coordinating Unit.

Stevenson, William
Oklahoma State Univ., Stillwater
BR-5-0139
Pub Date - 66
EDRS PRICE MF-$0.25 HC-$0.80 18p.

*RESEARCH COORDINATING UNITS, *PROGRAM DESCRIPTIONS, *VOCATIONAL EDUCATION, EDUCATIONAL RESEARCH, RESEARCH PROPOSALS, RESEARCH PROJECTS, INFORMATION DISSEMINATION,
Oklahoma Vocational Research Coordinating Unit,

Activities of the Oklahoma Vocational Research Coordinating Unit (RCU) are reported for the initial funding period from July 15, 1965 to November 30, 1966. The objectives of the Unit were coordinating research, generating new ideas, assisting researchers, and disseminating results. An advisory committee consisting of vocational teachers and business representatives, and a consulting committee representing institutions and agencies were established. Listed are research projects in progress (e.g., Development of a Curriculum Guide in Electromechanical Technology), proposals submitted under provisions of Section 4(c) of the Vocational Education Act of 1963, (e.g., A Pilot Study for Gainful Employment in Home Economics), proposals approved (e.g., Summer Institute to Train Data Processing Teachers), proposals pending (e.g., Project Development for Distributive Education Curricula), research projects approved through other agencies (e.g., Survey of Physical Disabilities), research projects conducted by the RCU (e.g., Followup of Home Economics Students), and research proposals being prepared (e.g., Paramedical Teacher Education Program). Many of the listings are annotated. Findings have been disseminated through--(1) publications such as brochures, newsletters, and summaries, (2) state and out-of-state meetings and conferences, and (3) oral reports to interested groups. Some 300 individual researchers have been assisted by the RCU. (PS)

VT 003 146 ED 012 344
The Center for Research, Development, and Training in Occupational Education.

Mayo, Selz C. * Coster, John K.
North Carolina State Univ., Raleigh
BR-5-1005
Pub Date - Apr67
EDRS PRICE MF-$0.25 HC-$1.64 39p.

*RESEARCH AND DEVELOPMENT CENTERS, *PROGRAM DESCRIPTIONS, RESEARCH PROJECTS, EDUCATIONAL RESEARCH, CONFERENCES, PROGRAM DEVELOPMENT, *VOCATIONAL EDUCATION, SOUTHERN STATES, STAFF UTILIZATION, VOCATIONAL EDUCATION TEACHERS, INSTITUTES (TRAINING PROGRAMS), EMPLOYMENT TRENDS, EDUCATIONAL POLICY, EMPLOYMENT PATTERNS, OCCUPATIONAL CHOICE, PROGRAM EVALUATION, LEADERSHIP TRAINING, North Carolina Center,

The Center was established on June 1, 1965, under provisions of the Vocational Education Act of 1963, P.L. 88-210. Two programs were initiated during the contract period. The first involved research and development on problems in six areas--(1) occupational adjustments in the South, (2) shaping flexible vocational behavior in youth, (3) policies and policymaking for occupational education, (4) professional personnel, (5) the evaluation of occupational education, and (6) a total community approach to occupational education for areas in economic transition. The second was a program of conferences and short courses for lay leaders, vocational education personnel, and researchers. Eight seminars and conferences and two task force groups treated occupational mobility and manpower, and teacher education and curriculum planning for occupational education. Manpower strength of the Center was the equivalent of 39.5 full-time personnel. Expenditures of Federal funds over the 20-month period, ending January 31, 1967, totaled $487,922.83. Interim reports will be published in Center Research Monograph, Center Seminar and Conference Reports, and Center Monograph Series. (EM)

VT 003 149 ED 012 347
The Establishment of the State Research Coordinating Unit for the State of New Mexico.

Schrader, Eugene * Barnes, Bill
New Mexico Occupational Res. and Dev. Coor. Unit, Santa Fe
BR-5-0103
Pub Date - Mar67
EDRS PRICE MF-$0.25 HC-$0.92 21p.

*RESEARCH COORDINATING UNITS, *VOCATIONAL EDUCATION, RESEARCH PROJECTS, *PROGRAM DESCRIPTIONS, EDUCATIONAL RESEARCH, RESEARCH PROPOSALS,
New Mexico Occupational Research and Development Coordinating Unit,

The final report of the first funding period, July 1, 1965-February 28, 1967, is presented. The purposes of the Unit were to--(1) work with the State Department of Education Research Division and local educational institutions in promoting and assisting research studies and programs concerned with occupational studies, and (2) work with the State Employment Security Commission and the State Planning Office in an overall program for improving and expanding of occupational research throughout the state. The Unit has coordinated approximately 20 research projects ranging from simple surveys to research requiring advanced statistical analysis. The appendix contains summaries of research activities--(1) completed, which include Vocational Core Program, State Vocational Survey, Locating Area Vocational Schools, and Vocational Education in New Mexico, (2) underway, which include Mobile Laboratories, Trade and Industrial Education Project, and Vocational Evaluation Project, and (3) proposed, which include Tape Recorded Occupational Information, Manpower Followup Study, and Distributive Education in Dexter-Hagerman Schools. (HC)

VT 003 217   ED 012 391
Vocational Education Research and Development Coordinating Unit for the State of Oregon. Final Report.

Ryan, T. A.
Oregon State Univ., Corvallis
BR-5-0104
Pub Date - 31Jan67
EDRS PRICE MF-$0.50 HC-$2.88   70p.

*RESEARCH COORDINATING UNITS, *EDUCATIONAL RESEARCH, RESEARCH NEEDS, RESEARCH PROBLEMS, PROGRAM DESCRIPTIONS, *VOCATIONAL EDUCATION, *EDUCATIONAL PROBLEMS, PROGRAM EVALUATION, PROGRAM IMPROVEMENT, INFORMATION DISSEMINATION,
Oregon,

Activities of the Oregon Research Coordinating Unit during the 18-month period, June 1, 1965 to November 30, 1966 are reported. Major aims of the unit were to identify researchable problems and issues and establish research priorities, to generate quality research and upgrade research competencies of vocational educators, to develop and implement effective strategies and procedures of information dissemination, and to facilitate implementation of research in innovative programs of training and education. Major activities to achieve these aims included--conducting a brainstorming session with school administrators and vocational education state staff members, surveying administrators and vocational educators to identify problems in vocational education, holding a work conference to define problems and identify researchable issues, having Central Advisory Panel meetings to discuss needs and ways to fulfill them, providing consultation services, preparing and reviewing proposals, preparing research training materials, conducting workshops, disseminating newsletters and bulletins, making school visits, and preparing demonstration proposals and instructional aids. In evaluating the Unit, educators agreed on the validity of the objectives but not on the effectiveness of the activities. (PS)

VT 003 397   ED (See July 1968 RIE)
First Annual Report, 7-1-66 to 5-31-67.

Jakubauskas, Edward B.
Iowa State Univ of Sci and Tech, Ames. Ind Relations Ctr.
Manpower Administration (DOL), Washington, D.C.
Pub Date -   67
EDRS PRICE MF-$0.25 HC-$2.20   53p.

*LABOR ECONOMICS, OCCUPATIONAL SURVEYS, *RESEARCH PROJECTS, *MANPOWER DEVELOPMENT, LEADERSHIP QUALITIES, LEADERSHIP TRAINING, PROGRAM DESCRIPTIONS, REGIONAL PROGRAMS, GRADUATE STUDY, Iowa,

Supported by a manpower institutional grant, the Center's purposes were to (1) conduct basic manpower research of regional and national significance, (2) develop a supply of scholars in manpower, (3) update skills of scholars and practitioners through workshops and institutes, and (4) develop and maintain a clearinghouse of research and to disseminate research results. Sixty colleges and universities agreed to cooperate in developing research and education programs in the manpower field. A regional Conference on Human Resources Development was held and a Summer Manpower Research Institute for upgrading the skills of participants involved in manpower research was planned. A regional clearinghouse for manpower publications and research in progress was started and a number of research publications were disseminated. Major research activities were (1) a comprehensive study of the health manpower needs of nonmetropolitan areas, focused upon training, working conditions, and job restructuring, (2) a study of the components of effective supervision, managerial styles, and other industry variables related to job satisfaction and work effectiveness, and (3) a periodic survey of job vacancies in Iowa industry developed in cooperation with state agencies. Four graduate assistantships in economics and two in sociology were provided. Detailed information relative to the staff, research activities, the graduate program, and publications is given. (EM)

VT 003 399   ED (See July 1968 RIE)
Research Priorities in Technical Teacher Education, A Planning Model.

Miller, Aaron J.
Ohio State Univ., Columbus, Center for Voc. Educ.
Research Series-18
Pub Date - Oct67
EDRS PRICE MF-$0.25 HC-$2.32 56p.

*TECHNICAL EDUCATION, *TEACHER EDUCATION, *RESEARCH NEEDS, LITERATURE REVIEWS, VOCATIONAL EDUCATION TEACHERS, *MODELS, *PROGRAM PLANNING, EDUCATIONAL RESEARCH, EDUCATIONAL PROBLEMS, TEACHER ROLE, TEACHER SELECTION, TEACHER RECRUITMENT, TEACHER EVALUATION, BIBLIOGRAPHIES,

This research and development model was an outgrowth of a technical education research planning conference of business, industry, government and education representatives to identify some of the critical problems which seem to be impeding the growth of technical education and to suggest research and development priorities for a more unified national research effort toward solutions. Many of the numerous problems identified focused on the area of technical teacher education. As a structure for analyzing the system of technical teacher education, four of its aspects, the role, selection and recruitment, training programs, and evaluation of technical teachers, were examined by identifying questions relevant to problem solutions and reviewing the literature pertinent to the questions. Some research and development activities considered worthy of study were (1) identifying factors related to the career choice of technical teachers, (2) recruiting technical teachers from industry, (3) developing programs to meet potential technical teacher training needs, (4) developing a teaching associate program, (5) analyzing the activities of technical teachers, (6) developing an inservice internship program, (7) forming a cooperative work-experience team, (8) using video tape for inservice training, (9) testing the effectiveness of teacher participation in professional activities, and (10) determining employment criteria for technical education teachers. A bibliography of the literature reviewed and additional references are provided. (HC)

VT 003 991 ED (See July 1968 RIE)
Ohio Occupational Research and Development Coordinating Unit. Interim Report.

Ohio State Dep. of Educ, Columbus. Div. of Vocat Educ.
BR-5-0137
Pub Date - Jan67
EDRS PRICE MF-$0.50 HC-$2.52 61p.

*RESEARCH COORDINATING UNITS, *STATE PROGRAMS, *VOCATIONAL EDUCATION, *EDUCATIONAL RESEARCH, *PROGRAM DESCRIPTIONS, Ohio,

The major thrust of Unit activities during the first period of operation, June 1, 1965 to November 30, 1966, was to extend and improve vocational education within the state. Developing continuous communication with local, state, and national officials was an early effort. Such communication resulted in the Unit's making cost plans for developing vocational and technical schools, initiating guidelines and instruments for use by school district boards of education, and making community vocational surveys for studying joint vocational schools in approximately one-third of Ohio's counties and in Cleveland. In stimulating research, the Unit helped in identifying occupational training needs of youths and adults in Ohio and made numerous presentations by means of workshops, seminars, staff meetings, and general gatherings at universities, trade associations, city, county, and local organizations. The publication "R.C.U. Notes" concentrated on Unit functions, proposal evaluation, and the ERIC system. The Unit staff assisted in over 150 research projects and proposals, many for federal funding. The Unit was instrumental in completing several major research projects. A master plan of joint vocational schools for the state was completed, and a statewide vocational educational survey and cooperative work with the University of Wisconsin in developing a National Vocational Education Directory were continued. Other phases of vocational education were studied. To further professional development, the staff attended meetings, individual and group conferences, and reviewed the literature. A major function was coordinating vocational education activities at both state and national levels. Five quarterly reports containing unit organization and development, and program activities and accomplishments in both tabular and summary form are included. (BS)

VT 004 198 ED (See July 1968 RIE)
A Proposal for the Establishment of a State Coordinating Unit for Occupational Research and Development. Final Report.

Edington, Everett D.
California State Dep of Educ, Sacramento. Vocat Educ Sect
BR-5-0100
Pub Date - Jul67
EDRS PRICE MF-$0.25 HC-$1.00 23p.

*RESEARCH COORDINATING UNITS, *EDUCATIONAL RESEARCH, *PROGRAM DESCRIPTIONS, STATE PROGRAMS, *VOCATIONAL EDUCATION, INFORMATION DISSEMINATION, RESEARCH PROJECTS,
California,

Major emphasis, during the first year of operation, was on--(1) acting as liaison with State agencies, labor groups, and others interested in research in vocational education, (2) working with institutions of higher education in initiating and conducting research related to vocational education, (3) encouraging school districts to design and conduct research projects, (4) providing consultative services for institutions or groups conducting research in vocational education, (5) locating completed research, (6) disseminating research findings, (7) aiding school districts and institutions in securing funds to conduct research in vocational education, and (8) sponsoring inservice training for those interested in research related to vocational education. Consulting help on research design was given to 34 local school districts, 14 junior colleges, 14 colleges and universities, and 14 private organizations. The Unit assisted with 32 research projects in operation, funded, or submitted to the U.S. Office of Education. It contacted or coordinated work with nine national groups, 18 California groups, 15 individuals conducting research under the Vocational Education Act of 1963, Section 4(c), and 30 conferences in which staff members participated on 11 programs. The dissemination function included establishing a library of research documents and microfiche from the Educational Resources Information Center and the Defense Documentation Center, and publishing a bimonthly newsletter and several research summaries. (EM)

VT 004 398 ED (See July 1968 RIE)
Improving Research in Business Education. Delta Pi Epsilon Monograph 105.

Lomax, Paul S. * Wilson, W. Harmon
Pub Date - 62
EDRS PRICE MF-$0.25 HC-$1.16 27p.

*RESEARCH METHODOLOGY, *RESEARCH DESIGN, *BUSINESS EDUCATION, *EDUCATIONAL RESEARCH,

The purpose of this monograph is to discuss some principles or guides that should be kept in mind to insure development of sound research conclusions and recommendations by which the quality of business education can be upgraded. The major divisions are (1) Nature of Science and Its Relationship to Philosophy and Art, (2) Nature of Scientific or Research Methodology, (3) Components of Research Methodology, and (4) Some Weaknesses, Pitfalls, and Fallacies in Business Education Research. Suggestions are made for improving the use of research methodology in terms of the following components which are the essential elements of the process of reflective thinking and the logical divisions of a research report--(1) the problem, (2) hypotheses or assumptions, (3) bibliography of relevant references, (4) method of solution or procedures which includes the historical, normative-survey, experimental, prognostic or predictive, and philosophic, (5) presentation and interpretation of the data and the findings, and (6) formulation of conclusions and recommendations. Weaknesses discussed include limitations of surveys, assumption that the majority is right, lack of depth, lack of an appropriate sample, lack of proper perspective, failure to penetrate the problem, and assumption that frequency of occurrence determines importance. (PS)

VT 005 089
Speeches Presented at Annual Vocational Convention, American Vocational Association, American Vocational Education Research Association (61st, Cleveland, December 4, 1967).

Pub Date - 4Dec67
MF AVAILABLE IN VT-ERIC SET 62p.

SPEECHES, RESEARCH PROJECTS, *VOCATIONAL EDUCATION, *PREDICTIVE MEASUREMENT, RESEARCH METHODOLOGY, *LEADERSHIP TRAINING, LEARNING MOTIVATION, *EDUCATIONAL PROBLEMS, DISADVANTAGED YOUTH, GOAL ORIENTATION, TRADE AND INDUSTRIAL EDUCATION, ADMISSION CRITERIA, TECHNICAL EDUCATION, CULTURAL DIFFERENCES, *BEHAVIOR PATTERNS, Michigan, Great Britain, American Vocational Association Convention,

This document contains six speeches. William Graves reports on phase one of a study to define more effective instruments in the form of a battery of predictive tests to be used for the selection of entering students in trade programs offered in the vocational-technical schools of Connecticut. Phase one consisted primarily of initial data collection through a pilot program of predictive and achievement testing. "Leadership Development for Local Personnel" and "Developing Vocational Education Leadership at the Local Level," by Ralph C. Wenrich, provides background information on leadership definition, leader identification, and the need for leadership in vocational and technical education and describes the Michigan Program of Leadership Development in Vocational and Technical Education. "Leadership Development for State Personnel," by Clodus R. Smith, describes various leadership development programs for professional personnel who have responsibilities for comprehensive programs of vocational-technical education at the state level and proposes a six-phase program. "A Comparison of Common Vocational Education Problems in the British Isles and the United States" by Robert L. Gibson, reports that the problems most common to secondary school youth, especially the disadvantaged, in both nations were pupil failure to achieve up to or near their capacity and problems related to pupil lack of interest in school vocational programs, pupil environment, and lack of community and parental cooperation, support, and understanding. "How Students Cope with Work Problems in the U.S. and Abroad," by Robert F. Peck, discusses cooperatively planned research in eight countries to determine the differences in coping with work tasks between boys and girls, working and upper-middle classes, and different cultures in and out of school. (HC)

STUDENTS AND
STUDENT PERSONNEL SERVICES
SECTION

VT 001 434 ED (See July 1968 RIE)
Certainty of Vocational-Educational Plans and First Year College Achievement.

Kwon, Linda Jo
Washington Univ., Seattle. Bureau of Testing
Pub Date - Sep67
EDRS PRICE MF-$0.25 HC-$0.88 20p.

*CAREER CHOICE, *COLLEGE FRESHMEN, *GRADE PREDICTION, INDIVIDUAL CHARACTERISTICS, *ACADEMIC ACHIEVEMENT, COMPARATIVE ANALYSIS, University of Washington,

The purpose of this study was to test the relationship between a measure of definiteness of vocational-educational goals and the academic success of university freshmen. The sample selected consisted of every tenth student, 360 total, who enrolled in the fall of 1966 at the University of Washington. Lesser samples were randomly selected from this group for statistical analysis. Variables considered were birth order, socioeconomic status, predicted grade point average, and definiteness of vocational-educational goals based on Hollingshead's five-level system which takes into account both the father's occupation and educational level. Findings indicated no statistically significant relationships between definiteness of vocational-education goals and sex, birth order, socioeconomic status, predictive grade point average, or the number of areas of course work taken. It was concluded that definiteness of vocational-educational goals does not account for anything that is not already accounted for by high school grades in the prediction of academic success. (EM)

VT 002 871 ED (See July 1968 RIE)
A Training Program for Vocational Counselors.

Frick, Donald L.
Colorado State Univ., Fort Collins.
BR-6-1592
Pub Date - 28Feb67
EDRS PRICE MF-$0.25 HC-$1.80 43p.

*COUNSELOR TRAINING, *EDUCATIONAL PROGRAMS, *VOCATIONAL COUNSELING, VOCATIONAL EDUCATION, COUNSELORS, PROGRAM DESCRIPTIONS, PROGRAM EVALUATION,

Twenty-one school counselors from four states participated in a training program conducted to (1) provide intensive training which would develop their ability to make practical applications of counseling skills in assisting youth and young adults in choosing and preparing for a vocation, (2) bring them information of the existing possibilities and of the new areas of training offered by federal legislation, and (3) provide them with a more thorough knowledge and understanding of the philosophy of vocational education. The 5-week program included 2 weeks of formal presentations on the philosophy and structure of vocational education and on occupational information sources and their use, 2 weeks of counseling interviews by the trainees with students of a vocational-technical school, and a final week of orientation and program planning by the trainees with representatives of their school administrations. Recommendations concerned improving counselor performance by having more training programs, by adjusting educational programs in line with socioeconomic needs, and by defining needed instructional areas. (PS)

VT 002 946 ED (See July 1968 RIE)
Public Law 89-287, 89th Congress, HR 7743.

Congress (89th)
Pub Date - 22Oct65
EDRS PRICE MF-$0.25 HC-$0.60 13p.

*POST SECONDARY EDUCATION, *VOCATIONAL EDUCATION, TECHNICAL EDUCATION, *SCHOLARSHIP LOANS, *FEDERAL LAWS, National Vocational Student Loan Insurance Act of 1965,

The purpose of this Act, The National Vocational Student Loan Insurance Act of 1965, is to enable the Commissioner of Education to (1) encourage states and nonprofit private institutions and organizations to establish loan insurance programs for students in eligible institutions, (2) provide a federal program of student loan insurance for students who do not have reasonable access to a state or private nonprofit program of student loan insurance, and (3) pay a portion of the interest on loans to qualified students who are insured under this act or under a program of a state or nonprofit private institution or organization which meets the necessary requirements. The insured loan limit is $1,000 per academic year and is not to exceed $2,000 at any time. The insurance liability shall be 100 percent of the unpaid balance of the principal amount of the loan. Eligible students must have been accepted for enrollment or be in good standing at a post-secondary business, trade, technical, or other vocational school, be carrying at least one-half of the normal full-time load, and have provided the lender with an institutional statement of the schedule of educational expenses. The loan is to be repaid with certain exceptions, in installments over a period of not less than 3 years nor more than 6 years beginning not earlier than 9 months nor later than 1 year after the student ceases to meet the eligibility requirements. (EM)

VT 003 304 ED (See July 1968 RIE)
Problems in the Transition from High School to Work as Perceived by Vocational Educators.

Garbin, A. P. * and others
Ohio State Univ., Columbus. Center for Voc. Educ.
Research Ser-20.
Pub Date - Oct67
EDRS PRICE MF-$0.50 HC-$3.36 82p.

*VOCATIONAL ADJUSTMENT, *WORK ATTITUDES, YOUTH EMPLOYMENT, YOUTH PROBLEMS, EMPLOYMENT QUALIFICATIONS, *ADJUSTMENT PROBLEMS, SURVEYS, EDUCATIONAL NEEDS, VOCATIONAL EDUCATION, VOCATIONAL EDUCATION TEACHERS, TEACHER ATTITUDES, INDIVIDUAL CHARACTERISTICS, TEACHING METHODS, INSTRUCTIONAL MATERIALS,

A part of a large project to develop and test solutions to alleviate some of the most crucial worker adjustment problems and to encourage the adoption of new instructional materials and other programatic solutions, this study explored the factors related to the transition of modern youth from school to work with the intention of identifying specific impediments to a smooth and lasting adjustment. Through the use of interviews and open-ended questionnaires, a "purposive" (nonrandom) sample of 69 respected vocational educators from cities in representative geographic areas provided data identifying social and psychological problems faced by youth adjusting to the work world, the specific curriculum materials and other devices used to alleviate some of the most crucial problems, and additional suggestions or recommendations. From among 49 specific worker adjustment problems identified, four were cited by more than 40 percent of the sample--(1) unrealistic aspirations and expectations, (2) poor attitudes toward work and working, (3) lack of responsibility, maturity, and self-discipline, and (4) lack of knowledge of the real demands of work. Respondents provided only an incomplete and sparse list of materials and methods considered valuable for controlling adjustment problems. Field trips, employer lectures and supplementary teachers, and simulated work shops were mentioned by several. Suggestions concerned (1) developing books, pamphlets, projects, kits, and tests, (2) using audiovisual materials, and (3) improving services, facilities, programs, and curriculums. Since the several findings of this study were tentative and suggestive, further research was recommended. This document is available for $2.50 from The Center for Vocational and Technical Education, The Ohio State University, 980 Kinnear Road, Columbus, Ohio 43212. (ET)

VT 004 048   ED (See June 1968 RIE)
Variables Related to Persistence, Transfer and Attrition of Engineering Students.

Van Erdewyk, Zeno M.
North Dakota Univ., Grand Forks
Research Report-9
Pub Date - Sep67
EDRS PRICE MF-$0.25 HC-$1.56 37p.

*ENGINEERING, *COLLEGE STUDENTS, *PERSISTENCE, *STUDENT CHARACTERISTICS, *EDUCATIONAL STATUS COMPARISON, DROPOUT CHARACTERISTICS, TRANSFER STUDENTS, PERFORMANCE FACTORS, MALES, TEST RESULTS, GRADES (SCHOLASTIC), DROPOUTS, STUDENT ATTITUDES, DROPOUT ATTITUDES,
University of North Dakota,

The significance of the academic and nonacademic variables related to the persistence, transfer, and attrition of engineering students was studied to provide counselors and colleges of engineering with information needed to assist college-bound youth in moving toward eventual career satisfaction. Information on academic variables was gathered from student records in university offices, and scores from the American College Test (ACT) and nonacademic information was gathered from college records and from questionnaires returned by 316 of the 430 males enrolled in the College of Engineering at the University of North Dakota. Findings revealed that freshman persisters had significantly higher mean ACT composite scores, high school grades, first semester college grades, and first college chemistry course grades than freshman transfers and dropouts. They also had significantly higher mean ACT mathematics subscores and first college algebra course grades than freshman dropouts. The sophomore persisters had significantly higher mean ACT social studies subscores, high school grades, first semester college grades, and cumulative college-grade averages than sophomore dropouts. The ACT mathematics subscores were significantly higher for junior persisters than transfers, and their high school grades and cumulative college grades were significantly higher than those of junior dropouts. The size of the high school graduating class and the students' evaluation of the quality of education received in high school did not differ significantly for persisters, transfers, and dropouts. Engineering students with less than a standard ACT score of 26 in mathematics, 2.80 high school grade average, 2.05 first semester college grade average, 2.00 first college chemistry and mathematics course grades were inclined to have problems, to transfer, or to drop out of engineering. (HC)

VT 004 098 ED 015 319
Guidance and Counseling in Rural Job Corps Centers. Final Report.

Loughary, John W.
Oregon State System of Higher Education, Monmouth
Pub Date - 15Sep65
EDRS PRICE MF-$0.25 HC-$1.28 30p.

*DISADVANTAGED YOUTH, OUT OF SCHOOL YOUTH, *RURAL EDUCATION, *VOCATIONAL EDUCATION, FEDERAL PROGRAMS, POVERTY PROGRAMS, *PROGRAM IMPROVEMENT, COUNSELING GOALS, *GUIDANCE COUNSELING, RESEARCH PROJECTS,
Job Corps,

The objectives of the 8-week project were to clarify and further define guidance and counseling needs of corpsmen in rural Job Corps centers, understand and describe ongoing guidance and counseling procedures in rural centers, and identify ways in which guidance and counseling could be improved. Information was obtained through site visitations to four rural centers, two urban centers, the Office of Economic Opportunity in Washington, D.C., and discussions with personnel from two additional urban centers and a women's Job Corps center. Although jobcorpsmen had the same kinds of developmental needs as other people, they were generally unable to satisfy these needs without careful assistance. Approximately 80 percent of staff-corpsmen interactions in the Job Corps centers were either counseling and guidance or at least potentially guidance-oriented experiences. Resident counselors were overworked and underpaid, and procedures and materials available for use in counseling were inadequate. Recommendations for a guidance and counseling program included (1) direct services for corpsmen in the areas of self-understanding, environmental information, social adjustment skills, personal decision making, and problem solving, (2) an information system as the basic component of the program, (3) a comprehensive inservice program for counselors and other staff members, and (4) operational packages of procedural and instructional materials to assist in recurring tasks in the centers. (PS)

VT 004 203 ED (See July 1968 RIE)
A Training Program for Vocational Counselors. Final Report.

Frick, Donald L.
Colorado State Univ., Ft. Collins.
BR-5-0054
Pub Date - 01Feb66
EDRS PRICE MF-$0.25 HC-$1.04 24p.

*SECONDARY SCHOOL COUNSELORS, *VOCATIONAL COUNSELING, *SUMMER INSTITUTES, *VOCATIONAL EDUCATION, PROGRAM DESCRIPTIONS, Thirty secondary school counselors, selected because of their need for additional training and the need for more vocational counseling in the communities they represented participated in a 4-week program centered around content instruction on vocational education, philosophy, and training programs. Each was enrolled for graduate credit. Presentations were given on the content and implications of the Vocational Education Act of 1963, the Economic Opportunity Act, and the Revised Manpower Development and Training Act. These were supplemented by visits to training programs, presentations by resource persons, counseling interview sessions with youths and adults faced with vocational selection and training problems, seminar sessions, and individually planned projects to implement a community action approach for meeting the vocational education needs of youth in the trainee's school community. Followup visits by the director and staff to the trainee's school showed implementation of some of the program-initiated projects, planning of others, and a highly favorable trainee response to the program. (PS)

VT 005 073
Speeches Presented at Annual Vocational Convention, American Vocational Association, Guidance Research, Part II. (61st, Cleveland, December 6, 1967).

Pub Date - 6Dec67
MF AVAILABLE IN VT-ERIC SET 59p.

SPEECHES, *OCCUPATIONAL GUIDANCE, *VOCATIONAL COUNSELING, GRADE 9, GRADE 12, ASPIRATION, *OCCUPATIONAL CHOICE, MALES, ELEMENTARY SCHOOLS, VOCATIONAL EDUCATION, *STUDENT ATTITUDES, COLLEGE PREPARATION, HIGH SCHOOL STUDENTS, VOCATIONAL DEVELOPMENT, American Vocational Association Convention,

This document contains four speeches. "Occupational Aspirations and Vocational Maturity," by J. Bathory, reports a study to determine differences in the occupational aspirations and vocational maturity between grade 9 and grade 12 boys. Boys showed a significant increase in vocational maturity between the ninth and 12th grades, but there was no difference in occupational aspiration. "Gearing for the World of 2000 A. D.," by C. D. Ferraro, describes the world of the future, its changed manpower needs, and the place of education in meeting these needs. "Vocational Guidance in Elementary Schools," by William H. Goff, presents a report of Project P.A.C.E. (preparing, aspiring, career exploration) which concludes--(1) Measurable increments in vocational knowledge, level of occupational aspiration and realism of occupational choice can be attained through a planned vocational-guidance program, (2) There is no "best" approach to instruction and counseling, and (3) The level of aspiration is positively and significantly related to both school ability and achievement. "Attitudes of Vocational Education Students," by John R. Cochran, compares, as a part of a larger study, the attitudes of vocational and college preparatory students toward counseling and concludes--(1) No perceptible differences exist between vocational and college preparatory students' expectancies for counseling, (2) Statistically significant differences in self-concept of vocational and college prep boys were detected, (3) College preparatory students had higher motivation toward school, and (4) Both groups appeared to follow the post-high school path for which they prepared. (MM)

VT 005 074
Speeches Presented at Annual Vocational Convention, American Vocational Association, Guidance Research, Part I. (61st, Cleveland, December 6, 1967).

Pub Date - 6Dec67
MF AVAILABLE IN VT-ERIC SET 49p.

*OCCUPATIONAL GUIDANCE, VOCATIONAL COUNSELING, SPEECHES, COUNSELORS, METHODS, ATTITUDE TESTS, *MANPOWER DEVELOPMENT, *ECONOMICS, *CURRICULUM DEVELOPMENT, TECHNOLOGICAL ADVANCEMENT, *AEROSPACE TECHNOLOGY, EMPLOYMENT TRENDS, STUDY GUIDES, TEACHING GUIDES,
Manpower Education, American Vocational Association Convention,

This document consists of four speeches. "Developmental or Methodological Models for Vocational Guidance," by Samuel F. Angus, summarizes a study "Assessing Vocational Guidance Approaches" in which a 60-item instrument was developed to assess the methodological and developmental approaches of school counselors and students in guidance and counseling. "Manpower Education in a Changing Economy," by Robert L. Darcy, describes a course, "Manpower Development--Opportunities in American Economic Life" developed by the Center for Economic Education at Ohio University for junior high students. Lessons included are (1) The Knowledge Explosion, Technology, Automation, and Cybernation, (2) Employment by Industry, Projections for 1975, (3) Housewife or Career Girl, and (4) An Exercise in Economic Reasoning, Review Lesson. "Space--The Newest Frontier," by Calvin W. Weiss, summarizes space exploration and suggests the need for skilled and educated personnel. "The Importance of Technically Trained Personnel in the Space Program," by W. A. Egan, illustrates the wide diversity of technical knowledge and unique talents required in the space program. (MM)

VT 005 081
Speeches Presented at Annual Vocational Convention, American Vocational Association, Student Selection (61st, Cleveland, December 4, 1967).

Pub Date - 4Dec67
MF AVAILABLE IN VT-ERIC SET 36p.

*VOCATIONAL EDUCATION, POST SECONDARY EDUCATION, *STUDENT PLACEMENT, *COOPERATIVE EDUCATION, *PUBLIC RELATIONS, SPEECHES, COUNSELING, *ADMISSION CRITERIA, AREA VOCATIONAL SCHOOLS, RESEARCH PROJECTS, COLLEGES,
American Vocational Association Convention,

This document contains four speeches. "A Study of the Competencies Useful for Selecting Students for Post-High School Day Trade Programs," by H.F. Nelson and D.J. Pucel, presents preliminary findings of the 6-year project. To date test data for approximately 8,000 students have been processed. "The College Board Comparative Guidance and Placement Program," by B. Shimberg, describes a planned experimental program of research which is aimed at developing tests and services that will support improved guidance and placement of students entering junior colleges. "Providing Programs to Fit Career Interests of Students," by H.B. Joseph, describes the cooperative work education program in Syracuse, New

York, in which a student works a week and is in school a week. "Communications With Out Public," by M.E. White, discusses the importance of informing the public about vocational education and describes specific methods to accomplish effective communication. (PS)

VT 005 082
Speech Presented at Annual Vocational Convention, American Vocational Association, Apprenticeship (61st, Cleveland, December 7, 1967).

Fericks, Don
Pub Date - 7Dec67
MF AVAILABLE IN VT-ERIC SET 6p.

*SPEECHES, *APPRENTICESHIPS, *GUIDANCE COUNSELING, *RESOURCE MATERIALS, OCCUPATIONAL INFORMATION, VOCATIONAL COUNSELING, OCCUPATIONAL GUIDANCE,
American Vocational Association Convention,

"Guidance Counseling and Apprenticeship Training," by Don Frericks, discusses the "Apprenticeship Notebook" produced by the Ohio State Department of Education Division of Guidance and Testing and state apprenticeship agencies. The notebook is organized to provide a single source document on apprenticeship for school counselors. The main parts provide (1) general information about apprenticeships, including a list of all apprenticeable trades in Ohio and definitions of apprenticeship terms, (2) specific information on 39 of the most active apprenticeable trades including descriptions, wages, eligibility requirements, recommended high school courses, selection criteria, and the location of opportunities, and (3) sources of additional information including the Bureau of Apprenticeship and Training, trade and industry, and employment service personnel. The notebook is not considered an end in itself, but can be used to bring a better understanding of a specific part of the world of work. (HC)

TEACHERS AND TEACHER EDUCATION SECTION

VT 000 195
The Role of Teacher Education Institutions. Revising Pre-Service Programs to Meet Present and Projected Needs, Symposium.

Hill, Alberta D.
Ohio State Univ., Columbus. Center for Voc. Educ.
Pub Date - Mar66
MF AVAILABLE IN VT-ERIC SET 4p.

OCCUPATIONAL HOME ECONOMICS, *PROGRAM DEVELOPMENT, *TEACHER EDUCATION, SPEECHES, *HOME ECONOMICS EDUCATION, HOMEMAKING EDUCATION, *EDUCATIONAL OBJECTIVES,
National Seminar for Leaders in Home Economics Education,

The differences between teaching homemaking and wage earning in home economics have been stressed since the passage of the Vocational Education Act of 1963, but there are many similarities. These include (1) principles of curriculum development, organization, supervision, and evaluation, and (2) purposes of learning experiences in a home situation or work experience. Because of these similarities, courses preparing teachers for gainful employment programs should not be added to college teacher-education curriculums but integrated into the present home economics education courses. Such integration does not exclude possible use of independent study, workshops, or seminars. The following could be incorporated into undergraduate courses--(1) helping prospective teachers develop a philosophy of home economics education which would consider programs in gainful employment, (2) studying the student needs which influence the curriculum, (3) developing ability and providing opportunities to select and state objectives for all types of learning, (4) observing and participating in a variety of programs and work situations, and (5) helping students apply principles to new situations. Revisions at the preservice level are more difficult to accomplish than the reshaping within present courses. However, such revisions should provide for more flexible programs and work experiences with youth and adults. This paper was presented at a National Seminar for Leaders in Home Economics Education (Columbus, Ohio, March 28-31, 1966). (MS)

VT 000 665 ED 013 884
An Experimental Project to Determine More Effective Vocational Teacher Certification Procedures in Michigan by Competency Examinations. Final Report of Phase I.

Kazanas, H. D. * Kieft, L. D.
Eastern Michigan Univ., Ypsilanti. Dept. of Ind. Educ.
Pub Date - Aug66
EDRS PRICE MF-$0.50 HC-$3.72 91p.

*TRADE AND INDUSTRIAL EDUCATION, TESTS, *TEST CONSTRUCTION, QUESTIONNAIRES, ADMINISTRATOR ATTITUDES, TRADE AND INDUSTRIAL TEACHERS, *TEACHER CERTIFICATION, LITERATURE REVIEWS, STATE PROGRAMS, NATIONAL SURVEYS,
Michigan,

The purpose of this project was to determine more effective vocational teacher certification procedures in Michigan with particular emphasis on the development of competency examinations for use in certification of trade and industrial teachers. State plans from 31 states were reviewed. Questionnaires to state directors collected information and opinions concerning the use of competency examinations in various states and territories. Analysis of this data aided in the construction of written, oral, and performance examinations. Several trade analyses were combined for each trade area to derive a comprehensive analysis which was then reviewed by the research staff and an appropriate teacher educator. Approximately 1,500 test items were prepared for each trade area. These were screened, evaluated, and divided into 3 forms for each trade area. Each form contained about 300 items. The committees which evaluated the written exams also made recommendations concerning performance test content, and developed a list of experiences. It was concluded -- (1) Well designed examinations have value in teacher certification, (2) Phase II will decide their usefulness and validity, (3) Examinations can be effective in determining technical knowledge, increasing the number of teachers, indicating weaknesses in those persons who fail, and improving the quality of teachers. The data collecting instrument and letters are included. (EM)

VT 001 242 ED (See June 1968 RIE)
Vocational Teacher Education in Michigan.

Western Michigan Univ, Kalamazoo. Sch. Appl. Arts and Sci.
Pub Date - 63
EDRS PRICE MF-$1.00 HC-$10.72 266p.

*TEACHER EDUCATION, *PROGRAM EVALUATION, *VOCATIONAL EDUCATION, AGRICULTURAL EDUCATION, HOME ECONOMICS EDUCATION, INDUSTRIAL ARTS, INDUSTRIAL EDUCATION, TRADE AND INDUSTRIAL EDUCATION, DISTRIBUTIVE EDUCATION, BUSINESS EDUCATION, CURRICULUM, STUDENT ENROLLMENT, JOB PLACEMENT, EDUCATIONAL OBJECTIVES, STUDENT PERSONNEL SERVICES, TEACHER EDUCATORS, EDUCATIONAL BACKGROUND, TEACHING LOAD, GRADUATE STUDY, EDUCATIONAL FACILITIES, COOPERATIVE EDUCATION, INSERVICE TEACHER EDUCATION, INSTRUCTIONAL MATERIALS, PROGRAM ATTITUDES,

To determine the extent to which the Michigan program of vocational teacher education is effective in the light of current and predictable social, economic, and technological changes, each public university or college in the state was asked to appoint a member to a special task-force which would have the responsibility for the evaluation of vocational teacher education programs. In addition, a special working committee in each vocational service area was made responsible for preparing sections of this report on the vocational service areas. Evaluations for most programs include (1) types of students enrolled in the programs, (2) a description of the undergraduate programs, (3) placement of vocational teachers, (4) inservice Master's Degree, Doctoral Degree, and professional improvement programs, (5) supply and demand for teachers, (6) opinions of graduates about the programs, and (7) conclusions and recommendations for the service area. It was concluded that vocational teacher education in Michigan is generally meeting the needs of local communities. However, followup work and consultative services in some areas have not been developed to meet local needs. The research program is generally inadequate, and increased coordination of teacher education activities among institutions is needed. (PS)

VT 001 255 ED (See June 1968 RIE)
Home Economics Teachers, Preservice and Inservice Levels, Their Interest in Teaching, Their Attitudes Toward Children and Families.

Chadderdon, Hester * and others
Minnesota Univ., Minneapolis. Bur. of Educ. Res.
Pub Date - Jun66
EDRS PRICE MF-$1.00 HC-$9.44 234p.

*HOME ECONOMICS EDUCATION, *HOME ECONOMICS TEACHERS, *TEACHER ATTITUDES, TEACHER EVALUATION, TEACHER SUPERVISION, TEACHER EDUCATION, TEACHER EXPERIENCE, TEACHER QUALIFICATIONS, *COLLEGE STUDENTS, *STUDENT ATTITUDES, TEACHING, CHILDREN, FAMILY (SOCIOLOGICAL UNIT), TEACHER BACKGROUND, STUDENT EXPERIENCE, TEST RESULTS, CHANGING ATTITUDES, LONGITUDINAL STUDIES, SOCIAL ATTITUDES, Minnesota Teacher Aptitude Inventory, Johnson Home Economics Interest Inventory,

Major questions explored in this cooperative research study were--(1) What are the attitudes of present and prospective home economics teachers toward children, teaching, and individuals and groups different from themselves, (2) What early college experiences might modify these attitudes, and (3) What experiences as juniors, seniors, and first-year teachers influence attitudes. Representatives from six institutions in six states planned and carried out the 10-year study using Minnesota Teacher Attitude Inventory, Johnson Home Economics Interest Inventory and teacher data sheets to determine attitudes and interests of home economics students early in the college program, later in the college years, and after some experience in teaching. Some general findings were--(1) More acceptable attitudes toward children were evident in individuals who felt their teaching loads were satisfactory, engaged in youth activities, taught vocational home economics, had recently enrolled in college credit courses, and had found superivision helpful, (2) Students' attitudes became more favorable toward children between freshman and senior years, but less favorable during the first year of teaching, (3) Students chose a career in teaching more for practical reasons than as a result of experience previous to college such as that related to children or high school home economics courses, (4) Interest in teaching did not increase significantly between the freshman year and the first year of teaching, and (5) Attitudes toward others different from their own groups changed but toward less positive ones from the junior year to the first year in teaching. More study of factors possibly influential in the findings was recommended. (MS)

VT 001 366 ED (See June 1968 RIE)
Undergraduate Academic Achievement and Teaching Performance.

Cardozier, V. R.
Maryland Agricultural Experiment Station, College Park
Miscellaneous Pub-559, Contrib-718
Pub Date - Sep65
EDRS PRICE MF-$0.50 HC-$3.36 82p.

*AGRICULTURAL EDUCATION, *ACADEMIC ACHIEVEMENT, *TEACHER EDUCATION, *VOCATIONAL AGRICULTURE TEACHERS, *TEACHING QUALITY, UNDERGRADUATE STUDY, GRADE POINT AVERAGE, TEACHER EVALUATION, The objectives of this study were to determine (1) the relationship between teacher performance and undergraduate achievement in selected disciplines, (2) the relationships between undergraduate achievement, both total and in each of 12 subjects, and teaching performance, both total and in nine teaching functions, and (3) the variability of teacher performance according to undergraduate academic achievement. A 25 percent random cluster sample of 1959 and 1960 agricultural education graduates from 16 institutions in the United States produced 188 teachers who had completed between 2½ and 3½ years of teaching in their own states. Data were gathered on academic achievement from college transcripts and on teaching performances from ratings by principals and district supervisors. Significant positive correlation was found between teaching performance and academic achievement in biological sciences, agricultural education, and student teaching. Negative correlation was found between teaching performance and academic achievement in mathematics, general education, and agricultural economics courses. There was no significant difference in the variation of teaching performance among teachers grouped according to undergraduate achievement. A previous assumption that average students are the best teachers was not sustained. (JM)

VT 001 712 ED (See June 1968 RIE)
Factors Related to the Granting of College-University Credit for Trade and Industrial Experience in Institutions Offering Industrial Education.

Lauda, Donald Paul
Iowa State Univ. of Science and Technology, Ames
Pub Date - 66
EDRS PRICE MF-$0.50 HC-$2.80 68p.

*TEACHER EDUCATION, *EMPLOYMENT EXPERIENCE, *COLLEGE CREDITS, *INDUSTRIAL EDUCATION, *SCHOOL POLICY, NATIONAL SURVEYS,

The objectives of the study were to (1) determine the extent of granting degree credit for trade and industrial experience, (2) determine whether or not credit granting institutions can be classified by selected traits, (3) investigate procedures, prerequisites, and transfer regulations, and (4) develop a recommended procedure for granting credit. Questionnaires were pilot tested on seven institutions and members of a graduate seminar, revised, and mailed to 201 colleges and universities with 100 percent response. Some findings were--(1) 49 or 24.38 percent of the institutions surveyed grant credit for trade and industrial experience, and others plan to do so, (2) Most institutions grant such credit to fewer than 10 candidates per year, (3) The policy on granting credit differs significantly by type of institution, size, geographical location, and type of industrial education program offered, (4) Most institutions require a specific number of residence hours completed, recommendation by previous employer, and prior enrollment in the institution before credit is granted, and (5) Most institutions use a combination of written, oral, and skills tests to evaluate competence before granting credit. This document is an extract from a thesis. (EM)

VT 001 940 ED (See July 1968 RIE)
The Adoption of Educational Innovations Among Teachers of Vocational Agriculture, A Digest of a Ph.D. Dissertation. Research Series in Agricultural Education.

Christiansen, James E. * Taylor, Robert E.
Ohio State Univ., Columbus. Dept. of Agr. Education
Pub Date - Jun66
EDRS PRICE MF-$0.50 HC-$2.36 57p.

*VOCATIONAL AGRICULTURE TEACHERS, *ADOPTION (IDEAS), *DIFFUSION, *EDUCATIONAL INNOVATION, STATE SUPERVISORS, INFORMATION SOURCES, Ohio,

To determine the relative influence exerted by different sources on the adoption of innovations among experienced vocational agriculture teachers, this study had as specific objectives to (1) develop means of classifying teachers into adopter categories, (2) identify the more influential sources of information in creating awareness, (3) identify selected sources influential in causing adoption or rejection, (4) determine teacher perception of reasons for adoption or rejection, (5) analyze the role of sources of information in adoption or rejection, (6) identify the more effective channels of communication, and (7) determine whether district supervisors could identify innovativeness among teachers. Data were obtained from 101 experienced vocational agriculture teachers of 14 supervisory districts in Ohio. A pretested instrument was used in group interviews at regular district meetings. Supervisors were tested on their ability to identify adoption categories of teachers with a two-way, forced-choice, comparison-of-pairs instrument. Some of the findings were--(1) State supervisors were the most frequent sources of information, (2) The most common reasons for adoption were state supervisor's recommendations and observation of the innovation in use, (3) Lack of conviction as to the value of a practice and need of additional training to utilize it were the most frequent reasons for not adopting an innovation, especially among the slow adopters, and (4) District supervisors, generally, could determine the degree of innovativeness exhibited by teachers within their districts. The complete dissertation is available as 66-6239 for $3.05 on microfiche and for $10.60 as xeroxed copy from University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106. (JM)

VT 002 681
Survey of Reasons for Turnover of Introduction to Vocations Teachers as Reported by Superintendents of Schools and Former Introduction to Vocations Teachers.

Duncan, Jack A.
Pub Date - Feb66
MF AVAILABLE IN VT-ERIC SET 20p.

*PROGRAM EVALUATION, *VOCATIONAL EDUCATION TEACHERS, *PREVOCATIONAL EDUCATION, TEACHER ATTITUDES, *FACULTY MOBILITY, SCHOOL SUPERINTENDENTS, ADMINISTRATOR ATTITUDES, North Carolina,

Reasons for turnover among teachers of Introduction to Vocations (I.V.) were studied. Twenty-eight of the 36 school superintendents and 39 of the 59 former teachers responded to two different but similar questionnaires. Superintendents reported teacher resignations and teachers assigned to other teaching duties in the same school system as the main reasons for the turnover. Former teachers gave assignment to other teaching duties in the same school system as the main reason for leaving teaching but some indicated a lack of sufficient teaching materials, inadequate preparation, and lack of cooperation from administrators and staff as influencing factors. All except one of the 39 former teacher respondents indicated they had attended Introduction to Vocations workshops, and most found them useful. Most of the superintendents and former teachers felt that the course was useful and should be taught. (MM)

VT 002 927 ED 011 052
Summary and Evaluation Report, Pilot Summer Vocational Teacher Training Institute in Dental Assisting.

Beralt, A. Raymond Jr.
Detroit Univ., Michigan. School of Dentistry
BR-6-2652
Pub Date - 01Feb67
EDRS PRICE MF-$0.25 HC-$0.88 20p.

*HEALTH OCCUPATIONS EDUCATION, *TEACHER EDUCATION, *DENTAL ASSISTANTS, ACHIEVEMENT TESTS, PROGRAM DEVELOPMENT, *SUMMER INSTITUTES, PROGRAM DESCRIPTIONS,

The projected need of an additional 165,000 dental assistants and 308 additional preparatory programs by 1980 indicated the urgency of expanding formal training for dental assistants. One means of such training was a 4-week, 120-hour institute to give 20 dental assistant teachers basic teaching principles and information for developing accredited dental assistant training programs. Participation was limited to graduates of accredited dental assisting schools having less than 2 years of teaching experience and to recent graduates planning to teach. The course content was taught chiefly through seminars. Trainee scores on the professional education section of the National Teachers Examination ranged from 36 to 81 percent on the pretest and from 57 to 98 percent on the post-test. Recommendations represent a consensus of faculty, consultants, guests, and participants and concern (1) identifying teachers and certified and graduating dental assistants who could take advantage of future institutes, (2) restricting institutes to four weeks during each summer and providing greater variety of subject matter within daily sessions, (3) cooperating with dental schools with accredited dental assistant program, (4) accomodating double the number of students through the use of concurrent sections, (5) providing consultant services by individuals who have previously conducted institutes, and (6) adapting the curriculum to needs of particular participants. (JK)

VT 003 214 ED (See June 1968 RIE)
An Instructional Program for Teachers of Occupational Training Programs Utilizing Home Economics Knowledge and Skill. Final Report.

Gorman, Anna M.
Kentucky Univ., Lexington. Coll. of Education
BR-6-1699
Pub Date - Sep66
EDRS PRICE MF-$0.50 HC-$4.20 103p.

*OCCUPATIONAL HOME ECONOMICS, CHECKLISTS, QUESTIONNAIRES, BIBLIOGRAPHIES, *TEACHER WORKSHOPS, SERVICE OCCUPATIONS, PROGRAM PLANNING, *PROGRAM DEVELOPMENT, CURRICULUM DEVELOPMENT, PROGRAM EVALUATION, HOME ECONOMICS SKILLS, PROGRAM DESCRIPTIONS,

Twenty-seven teachers from six states enrolled in a 5-week program for three semester hours of credit to prepare them for the responsibilities of planning and conducting occupational programs. An institute for the purpose of teaching basic knowledge, abilities, and attitudes considered essential for teachers of occupational preparation classes in home economics education was held on the campus of the University of Kentucky during the first 3 weeks of the program, and the teachers returned to their schools and communities to implement institute learnings in field studies at the local level during the last 2 weeks. Instruction was presented for making job analysis, planning course outlines in the occupational areas of clothing, child development, and foods, and in implementing occupational preparation programs. Both the field studies and the instructional program were evaluated in a final 2-day campus session. A checklist device used as a pre-, mid-, and post-test, and a sentence-completion device were evaluation instruments. The teachers felt that participation in the program had made them more adequately prepared for teaching in the occupational phase of home economics programs. The appendix contains an eight-page bibliography, work forms, checklists, questionnaires, sample field study reports, and comparative statistics on participant progress. (FP)

VT 003 224 ED (See July 1968 RIE)
Pilot Training Project, Based on Directed Occupational Experience for Teachers of Marketing and Distribution.

Meyer, Warren G.
Minnesota Univ., Minneapolis. Coll. of Education.
BR-6-1594
Pub Date - 30Jun67
EDRS PRICE MF-$0.75 HC-$6.04 149p.

PILOT PROJECTS, *INSERVICE TEACHER EDUCATION, SUMMER INSTITUTES, *WORK STUDY PROGRAMS, DISTRIBUTIVE EDUCATION TEACHERS, PROGRAM DESCRIPTIONS, *DISTRIBUTIVE EDUCATION, PROGRAM EVALUATION, RECORDS (FORMS), FOLLOWUP STUDIES,

Thirty preemployment, high school, and post-high school distributive education teachers from five states participated in a 7-week occupational experience training project to update and extend their knowledge of occupational fields, to improve their teaching competencies, and to prepare instructional materials. An introduction to relevant research and theory, instruction in observing job situations and developing curriculum materials and a pretest on marketing functions were presented during the first week. During 4 weeks each teacher spent two 8-day periods in two different firms. Each completed job analysis forms, wrote critical incidents of effective and ineffective behavior and job descriptions, and identified problems and work competencies. In seminars held each Friday, groups identified instructional objectives and technical, occupational adjustment, and career development competencies. In the final weeks, activities, materials, and projects for use in teaching were developed. Each participant completed an evaluation form and a post test in marketing functions. Some conclusions were--(1) Participants improved their knowledge of marketing functions and were better able to communicate a practical understanding and to plan vocational learning activities in their teaching, (2) They were able to identify and communicate the psychological and sociological dimensions of a job, (3) Excellent rapport was established between the business community and the distributive education program, and (4) Periodic directed occupational experiences should be provided for distributive education personnel. Sample forms and letters are included. (MM)

VT 003 261 ED 015 264
Regional Seminar for State Leaders in Vocational Education on In-Service Education. Center Seminar and Conference Report, no. 3.

Scarborough, C. Cayce
North Carolina State Univ, Raleigh. Center for Occup. Educ.
Pub Date - 66
EDRS PRICE MF-$0.50 HC-$2.68 65p.

*INSERVICE TEACHER EDUCATION, SEMINARS, TEACHER ATTITUDES, *RESEARCH NEEDS, *VOCATIONAL EDUCATION, EDUCATIONAL PROBLEMS, PROGRAM IMPROVEMENT, *SOCIAL CHANGE, *EDUCATIONAL PHILOSOPHY,

Thirty-five state leaders from 10 states with responsibilities for inservice education of teachers and leaders in occupational education attended a seminar which examined two dimensions of in-service education--the teacher as a change agent in the ongoing process of social change, and the teacher as an integrating agent in terms of values and philosophical concepts. In his paper on "Vocational Education and Social Change," Fred Bates discussed vocational education as one part of a process transmitting the culture of the society, thereby contributing a part of the cultural blueprint or "program" for behavior in that society. To be effective, this "program" must fit into the larger process of programing going on in society and must fit the kinds of data or stimuli people will encounter in the world of work. "Changing Beliefs and Practices of Teachers," Bob Brown, discussed the gulf that separates the theory and practice of teaching. To solve the theory-practice dilemma, teacher-educators must inquire into (1) theories that explain why people behave as they do, and (2) the structure and organization of belief systems or frames of mind. Participants identified 20 research and development needs and 20 unsolved problems in vocational education. A summary of state reports on inservice education practices is presented. The appendix contains the seminar program, "Personal Beliefs Inventory," "Teacher Practices Inventory," a list of 76 problems of inservice education, and a list of 17 inservice programs which have been effective. (EM)

VT 003 262 ED 015 265
Regional Conference on Supply and Demand of Teachers of Occupational Education in the South. Center Seminar and Conference Report, no. 4.

Ihnen, Loren A. * Carroll, Adger B.
North Carolina State Univ, Raleigh. Center for Occup Ed.
Pub Date - 66
EDRS PRICE MF-$0.50 HC-$4.56 112p.

*VOCATIONAL EDUCATION TEACHERS, *TEACHER EMPLOYMENT, TEACHER SELECTION, *TEACHER SUPPLY AND DEMAND, VOCATIONAL EDUCATION, TEACHER EDUCATION, *EMPLOYMENT TRENDS, JUNIOR COLLEGES, *TEACHER RECRUITMENT, EDUCATIONAL CHANGE, ECONOMIC FACTORS, EDUCATIONAL PLANNING, INNOVATION,

Twenty-eight educators, economists, and others interested in occupational education attended the conference to consider (1) regulation, organization, and administration of federal and state agencies, teacher training institutions, and local schools as related to the supply and demand of teachers, (2) operation of the teacher labor market and supply and demand conditions for teachers at all educational levels, and (3) educational planning. Texts of five papers comprise this report. "Educational Institutions and the Demand for Occupational Education Personnel," presented by Charles H. Rogers, discusses organizational changes affecting the demand for occupational education personnel. These are increased financial support, less traditional objectives and approach, increased specialization, and cultural lag. "Educational Institutions and the Supply of Occupational Education Teachers," by Merle E. Strong, provides information about present practices, certification standards, changes in vocational programs and teacher education, costs to students, support programs, and legislation and innovations. "Some Aspects of Teacher Supply and Demand," by John K. Folger, reviews the supply and demand for elementary, secondary, and college teachers, discusses teacher quality, and indicates some problems in studying this supply and demand. "Staffing Junior Colleges," by David G. Brown and Edith H. Parker, discusses the operation, efficiency, and improvement of the teacher labor market. "Educational Planning," by J. Alan Thomas, discusses the economist's approach to educational planning by the use of three types of analyses and planning models. (EM)

VT 003 500 ED 015 270
An Analysis of Graduate Work in Institutions with Programs for Industrial Arts Education Personnel.

Miller, W.R. * Ginther, R.E.
American Counc on Ind Arts Teacher Educ, Washington, D.C.
Monograph-1
Pub Date - 65
EDRS PRICE MF-$0.25 HC-NOT AVAILABLE FROM EDRS 50p.

*TEACHER EDUCATION, *GRADUATE STUDY, *INDUSTRIAL ARTS, *TRADE AND INDUSTRIAL EDUCATION, *TECHNICAL EDUCATION, INDUSTRIAL EDUCATION, DEGREES (TITLES), NATIONAL SURVEYS, CURRICULUM,

The purposes of this study were to examine (1) the status of certain organizational procedures and practices in graduate programs of industrial arts education, (2) the extent to which specialized technical, research, teaching, and administration competencies are developed among graduate students, and (3) the provision for general liberal education courses in graduate industrial education. Questionnaires returned by representatives of 87 institutions in 36 states showed that all offered the master's degree, 17 the doctor's degree, and 16 the specialist's degree. Industrial arts was represented in 21 programs, vocational-industrial education in 18 programs, and technical education in 14 programs. Some conclusions were (1) It is questionable whether the less than 12 percent technical content of the doctoral program and the 25 percent of the master's program is adequate to develop technical competencies, (2) The primary opportunities for developing research competencies at the master's level are courses such as statistics, research methods, and problems, (3) Opportunities for developing teaching and administrative competencies appear to be present in the professional courses and the required teaching experience, and (4) Most institutions recommend that graduate students take general and liberal education courses, and they offer a variety of such courses. This document is available for $1.75 from the American Industrial Arts Association, National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036. (EM)

VT 004 279   ED (See June 1968 RIE)
Enlisted Men Separating from the Military Service as a Potential Source of Teachers for Vocational and Technical Schools.

Hensel, James W. * and others
Ohio State Univ., Columbus. Center for Voc. Educ.
Research Ser-13
Pub Date - Oct67
EDRS PRICE MF-$0.50 HC-$2.56 62p.

*VOCATIONAL EDUCATION TEACHERS, *TEACHER RECRUITMENT, QUESTIONNAIRES, *ENLISTED MEN, INDIVIDUAL CHARACTERISTICS, *VOCATIONAL INTERESTS, TEACHER SUPPLY AND DEMAND, EMPLOYMENT EXPERIENCE, *TEACHER QUALIFICATIONS,

The primary purpose of the study was to determine whether the military services offered a potential source for vocational and technical teachers. Military officials designated one Army, one Navy, and one Air Force base which represented a typical separation center for each particular service. A questionnaire, administered by designated base officials to 1,152 enlisted men separating from these services during June of July 1966, gathered information on their interest in teaching, educational background, occupational experiences, personal and other factors. Twenty-seven percent expressed an interest in teaching. The age group, 21-22 years, expressed an above-average interest and were young enough to afford the time to meet certification requirements. The percentage interested increased dramatically as the level of education increased. Those who had 13 or more years of education prior to military service were the group most interested. There was no positive relationship between years of active military service and interest in teaching, but the percentage of men interested increased consistently as rank increased. Of those interested, 42 percent had completed course work and 51 percent reported some type of occupational experience in the technical, trade, or industrial area, 82 percent were willing to take 1 or more years of additional training to qualify for teaching, a majority would teach at any level, and 53 percent would move to another state. About 9 percent of the sample, 104 men, were classified as outstanding teacher prospects for vocational and technical areas. References and the questionnaire are included. (EM)

VT 005 063
Speeches Presented at Annual Vocational Convention, American Vocational Association, Agricultural Education, Part IV. (61st, Cleveland, December 7, 1967).

720

Pub Date - 7Dec67
MF AVAILABLE IN VT-ERIC SET 26p.

*AGRICULTURAL EDUCATION, VOCATIONAL AGRICULTURAE TEACHERS, STATE SUPERVISORS, SPEECHES, *TEACHER QUALIFICATIONS, *LEADERSHIP QUALITIES, VOCATIONAL EDUCATION, TEAM TEACHING, *TEACHER RECRUITMENT, CAREER CHOICE, YOUNG FARMER EDUCATION, *PROGRAM COORDINATION,
American Vocational Association Convention,

The document contains five speeches, "The Teacher's Task," by F.D. Johnson, lists qualifications and qualities of the superior teacher of the 1970's. "There's an Open Road Ahead--Meeting Challenges of the Seventies," by T.L. Faulkner, discusses qualities of state leadership necessary in the 1970's--concern for people, commitment to purpose, courage, optimism, ability to communicate, maturity, and creative thinking. "Coordination of Vocational Education," by J.W. Struck, appeals for coordination, occupational mixing, and joint teaching efforts in all areas of vocational education. "The Recruitment of Teachers," by J.D. McComas, offers generalizations regarding choosing a teaching career--(1) Teaching career selection is an early decision, (2) Counselors and professors have little influence on choice, and (3) Few people select teaching for security or high salary. Additional considerations with which recruitment efforts must contend are (1) lack of accurate image of vocational agriculture, (2) teacher educators' reluctance to recruit, and (3) the need for a revitalized college program. "The Program Our Community Wants," by W.C. Jennings discusses the program the community wants and the program it should have, and makes some suggestions for meeting the challenge of the seventies. (JM)

TEACHING AND LEARNING SECTION

VT 001 726 ED (See June 1968 RIE)
Communication of Work Methods.

Konz, Stephan A. * and others
Kansas State Univ., Manhattan.
Special Report-58
Pub Date - Jun64
EDRS PRICE MF-$0.25 HC-$1.72 41p.

PROGRAMED INSTRUCTION, *JOB SKILLS, *AUDIOVISUAL COMMUNICATION, *ASSEMBLY (MANUFACTURING), *INDIVIDUAL INSTRUCTION, *EDUCATIONAL EXPERIMENTS, AUTOINSTRUCTIONAL METHODS,

The economic implications of programed instruction for work training under controlled conditions were investigated. "Work training" required the memorization of procedures during the training period. One experiment utilized 20 unskilled females who completed a layered assembly by referring to a typed list or slides of the assembly which were operator paced. With criteria of time and errors, the slides were more effective. A second experiment utilized 20 male college students who made a layered assembly by referring to a typed list on a slide or slides of the assembly, again operator paced. The assembly slides were more effective than the list slides. A third experiment utilized 16 unskilled females who made a layered assembly by referring to multiple slides per layer, single slides per layer, a typed list in a typewriter, or taped audio instructions. All were operator paced. Both slide methods were about equally effective, and both were more effective than the list or audio methods. A fourth experiment utilized 10 male college students who made a layered assembly by following a typed list with the fingertip of the left hand, or using one slide per layer. The slides were more effective. A fifth experiment utilized 12 male college students who made a simulated electrical terminal board by referring to a typed list, colored slides of the assembly, or audio tape recording. Errors increased from slides to list to tape. In all experiments pictorial presentation was best for both the time and error criteria. (EM)

VT 001 882
The Value of Programmed Instruction as a Tool for the Enhancement of High School Cooperative Distributive Education Students' Career Objectives, A Vocational Education Research Project.

Trimpe, Adrian * and others
Western Michigan Univ., Kalamazoo. Dept. of Distr. Educ.
Pub Date - 66
MF AVAILABLE IN VT-ERIC SET 106p.

*OCCUPATIONAL CHOICE, *PROGRAMED INSTRUCTION, *DISTRIBUTIVE EDUCATION, STUDENT ATTITUDES, COMPARATIVE ANALYSIS, FOOD STORES, HIGH SCHOOLS, COOPERATIVE EDUCATION, *CHANGING ATTITUDES,

The purpose of this study was to determine if self-study programed instruction would influence high school students to chose a career in food distribution. Ninety-two cooperative distributive education students were divided into two groups with 45 in the experimental group and 47 in the control group. All were given four measuring instruments--(1) a word knowledge test, (2) a psychological scale, (3) a subject matter test, and (4) the Retail Food Distribution

Occupational Career Attitude Scale. The experimental group was given five units of programed instruction, "Self-Study Program in Retail Food Store Operations," over a 5-week period. The control group was engaged in regular classroom activities. Post-tests were given to both groups. Conclusions were that a majority of the students began with an unfavorable attitude toward retail food distribution as a career objective and the programed information reinforced the negative attitudes. Students gained some knowledge about the food industry. It was recommended that the study be repeated with student-learners working in food markets, and an attempt be made to ascertain whether food distribution was their career objective. (MM)

VT 001 939   ED (See July 1968 RIE)
Guidelines for Planning and Conducting Cooperative Work Experience Programs in Vocational Agriculture, A Digest of a Ph. D. Dissertation. Research Series in Agricultural Education.

Anderson, B. Harold * Bender, Ralph E.
Ohio State Univ., Columbus. Dept. of Agr. Education
Pub Date - Feb67
EDRS PRICE MF-$0.50 HC-$2.76 67p.

*VOCATIONAL AGRICULTURE, *OFF FARM AGRICULTURAL OCCUPATIONS, *COOPERATIVE EDUCATION, *PROGRAM DEVELOPMENT, TEACHER CHARACTERISTICS, DISTRIBUTIVE EDUCATION, TRADE AND INDUSTRIAL EDUCATION, *GUIDELINES, EDUCATIONAL PROGRAMS, CONTRACTS, PROGRAM PLANNING,

The specific objectives of the study were to--(1) identify and evaluate guidelines, (2) compare teacher and program characteristics in distributive, trade and industrial, and agricultural education with cooperative work experience programs, (3) determine situational factors and characteristics that influence the importance assigned to guidelines, and (4) compare the importance assigned to activities and procedures associated with cooperative programs. A total of 317, 83 percent, of the eligible respondent teachers, using a five-point scale, rated the importance of 18 guiding statements and implementation procedures. Mean ratings of teachers in the three vocational education groups ranked the statements and procedural items in the following order of importance--(1) coordination, (2) student selection, (3) program promotion, (4) student evaluation, (5) teacher-coordinator visitation, (6) instructional materials, (7) training station selection, (8) records and reports, (9) classroom instruction, (10) program evaluation, (11) policy, (12) facilities, (13) employer obligation, (14) followup, (15) training plans, (16) surveys, (17) school-employer agreements, and (18) advisory committees. The statements were of similar importance regardless of the vocational service providing the training. Although certain factors and characteristics influenced teacher's ratings of the statements, they significantly influenced only a small number. Recommendations concerned expanding cooperative training to provide experience in off-farm agricultural occupations, developing an evaluation device based on the guiding statements, and improving teacher planning and performance. The complete dissertation is available as 66-9995 for $3.75 on microfilm and for $13.05 as xeroxed copy from University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48108. (JM)

VT 004 003 ED (See July 1968 RIE)
A Comparison of Two Methods of Teaching Concepts About the Plastics Industry for Industrial Arts Education. Final Report.

Steele, Gerald L.
Minnesota Univ., Minneapolis
BR-6-8022
Pub Date - Apr67
EDRS PRICE MF-$0.75 HC-$6.84 169p.

INDUSTRIAL ARTS, GRADE 8, *EDUCATIONAL EQUIPMENT, *PLASTICS, *EDUCATIONAL EXPERIMENTS, TEACHING PROCEDURES, MODELS, DOCTORAL THESES, EDUCATIONAL TOYS, EXPERIMENTAL GROUPS, LITERATURE REVIEWS, CONCEPT FORMATION, *TEST CONSTRUCTION, TESTS, INSTRUCTIONAL AIDS, Minneapolis, Minnesota,

The objectives of the study were to compare educational toys and three-dimensional nonproducing mockups with commercial plastics processing equipment for relative effectiveness of teaching plastic concepts, and to compare the relative effectiveness of these two methods in developing manual dexterity. Treatment A (educational toys and mockups) was given to 77 boys and Treatment B (commercial equipment) was given to 74 boys from two junior high schools. Students in both groups were divided into three ability levels on the basis of their scores on the Iowa Test of Basic Skills. Each treatment consisted of 4 hours devoted to general topics, 4 hours of demonstrations, and 12 hours of study and practice on the equipment. A 116-item test developed to evaluate plastics knowledge, comprehension, and application was administered three times to determine prior learning, initial learning, and retention. Some of the conclusions were--(1) Prior knowledge of plastics was not significantly different between the groups receiving different treatments, (2) There was no significant difference in developing manual dexterity between treatments or among ability levels, (3) Retention of plastics knowledge was significantly different between treatments in favor of commercial equipment, and (4) On the basis of pretest and posttest scores there was a significant increase of plastics knowledge except for the low ability group in one school in Treatment A. The total program seemed effective, and the plastics test seemed sufficiently sensitive to measure initial learning and retention. The items in the test evaluation procedure, including the original test items, the revised test, a suggested equipment list, a sample course outline and unit, special reports on the plastics program, references, and letters of evaluation are included. (EM)

OTHER
RESOURCES
SECTION

VT 001 246   ED (See June 1968 RIE)
Research on Vocational Education in Michigan, 1937-1963, a Classified Bibliography.

Borosage, Lawrence
Michigan St. Univ., East Lansing, Bur. of Educ. Res.
ER-15
Pub Date - Oct65
EDRS PRICE MF-$0.25 HC-$2.24 54p.

*BIBLIOGRAPHIES, *EDUCATIONAL RESEARCH, *VOCATIONAL EDUCATION, AGRICULTURAL EDUCATION, BUSINESS EDUCATION, HOME ECONOMICS EDUCATION, INDUSTRIAL EDUCATION,
Michigan

The titles, institutions, researchers, and dates are given for 341 studies of vocational education undertaken in Michigan from 1937 to 1963. The research, surveys, analyses, and evaluations were carried out by the staff of the Michigan Department of Public Instruction and by faculty members and graduate students of eight Michigan institutions of higher education. The titles have been classified into five subject matter areas--(1) agricultural education, 71 titles, (2) business education, 15 titles, (3) homemaking and family life education, 202 titles, (4) industrial education, 29 titles, and (5) general research, 24 titles. (PS)

VT 004 441   ED 015 337
Abstracts of Studies in Agricultural Education, Central Region, for the Years 1963-64.

Minnesota Univ., St. Paul. Dept of Agricultural Ed
Pub Date - Nov65
EDRS PRICE MF-$0.50 HC-$3.08 75p.

*AGRICULTURAL EDUCATION, *EDUCATIONAL RESEARCH, *DOCTORAL THESES, *MASTERS THESES, *ANNOTATED BIBLIOGRAPHIES,
Central States,

Sixty-four doctoral dissertations, staff studies, and masters' theses in agricultural education are reported in the following areas--(1) community colleges and technical school, (2) curriculum studies, (3) educational aspirations, expectations, and guidance, (4) educational media and materials, (5) evaluation studies, (6) extension studies, (7) farm mechanics studies, (8) farming opportunities studies, (9) followup occupational studies, (10) international agricultural education, (11) management instruction, (12) miscellaneous studies, (13) teacher education in agriculture, and (14) technician training and agriculturally related occupations. The purpose, methods, and findings of each study are summarized. The studies are arranged alphabetically by author within each subject area. A table of contents is included. (JM)

VT 004 442   ED 015 338
Summaries of Studies in Agricultural Education, Central Region, 1964-1966.

Warmbrod, J. Robert
Illinois Univ., Urbana. Div of Agricultural Education

Pub Date - Jul67
EDRS PRICE MF-$0.50 HC-$3.36 82p.

*AGRICULTURAL EDUCATION, *EDUCATIONAL RESEARCH, *DOCTORAL THESES, *MASTERS THESES, *ANNOTATED BIBLIOGRAPHIES, Central States,

Ninety-nine doctoral dissertations, staff studies, and masters' theses in agricultural education are reported in the following areas--(1) administration and supervision, (2) agricultural education in other countries, (3) curriculum development, (4) educational programs, (5) evaluation, (6) guidance and counseling, (7) instructional materials, (8) learning processes and teaching methods, (9) manpower needs and employment opportunities, and (10) teacher education. The purpose, method, and findings of each study are summarized. The studies are arranged alphabetically by author and a subject index is included. (JM)

VT 004 443 ED 005 339
Summaries of Research Studies in Agricultural Education for the Pacific Region, 1965.

McComas, J.D.
New Mexico State Univ., University Park.
Pub Date - Nov65
EDRS PRICE MF-$0.25 HC-$1.92 46p.

*AGRICULTURAL EDUCATION, *EDUCATIONAL RESEARCH, *DOCTORAL THESES, *MASTERS THESES, *ANNOTATED BIBLIOGRAPHIES, Pacific States,

Twenty doctoral dissertations, staff studies, and masters' theses in agricultural education are reported in the following areas--agricultural colleges, civil defense, community colleges, curriculum, educational television, dropouts, extension education, educational programs in foreign countries, junior colleges, land laboratories, occupational followup, off-farm agricultural occupations, personnel recruitment, program planning, technical education, and youth clubs. The studies are grouped by states. The purpose, methods, and findings of each study are summarized. (JM)

VT 004 444 ED 015 340
Abstracts of Research Studies in Agricultural Education Completed in 1965-66 in the Pacific Region.

Loreen, C.O.
Washington State Univ., Pullman. Agricultural Ed
Pub Date - Dec66
EDRS PRICE MF-$0.25 HC-$1.32 31p.

*AGRICULTURAL EDUCATION, *EDUCATIONAL RESEARCH, *ANNOTATED BIBLIOGRAPHIES, *MASTERS THESES, Pacific States,

Thirty staff studies and masters' theses in agricultural education are reported in the following areas--agricultural machinery, curriculum, educational needs, farm laborers, graduate followup, international education, occupational aspirations, program evaluation, and student activities. The purpose, method, and findings of each study are summarized. The studies are arranged alphabetically by author. (JM)

VT 004 445 ED 015 341
Abstracts of Research Studies in Agricultural Education Completed in 1966-67 in the Pacific Region.

Loreen, C. O., comp.
Washington State Univ., Pullman. Agricultural Education
Pub Date - Dec67
EDRS PRICE MF-$0.25 HC-$1.80 43p.

*AGRICULTURAL EDUCATION, *EDUCATIONAL RESEARCH, *MASTERS THESES, *ANNOTATED BIBLIOGRAPHIES,
Pacific States,

Thirty-five staff studies and masters' theses in agricultural education are reported in the following areas--academic achievement, administrator attitudes, advisory committees, agricultural machinery, animal science, area vocational schools, career choice, curriculum, educational needs, educational objectives, employment opportunities, graduate followup, international education, principles approach, program planning, public relations, student selection, teacher-administrator relationships, and vocational agriculture teachers. The purpose, method, and findings of each study are summarized. The studies are arranged alphabetically by author within each state. (JM)

VT 004 446 ED 015 342
Abstracts of Research Studies in Agricultural Education, Southern Region, 1965-66.

Auburn Univ., Ala. Dept of Vocat Tech and Prac Arts Ed
Pub Date - 66
EDRS PRICE MF-$0.25 HC-$1.48 35p.

*AGRICULTURAL EDUCATION, *EDUCATIONAL RESEARCH, *MASTERS THESES, *DOCTORAL THESES, *ANNOTATED BIBLIOGRAPHIES,
Southern States,

Thirty-one doctoral dissertations, staff studies, and masters' theses in agricultural education are reported in the following areas--academic achievement, administrator attitudes, adult vocational education, advisory committees, agricultural colleges, agricultural extension agents, aspiration, curriculum, educational needs, employment opportunities, farmer cooperatives, historical review, off-farm agricultural occupations, physical facilities, professional occupations, program evaluation, program planning, student teaching, teacher education, and vocational agriculture teachers. The purpose, method, and findings of each study are summarized. The studies are arranged alphabetically by author. (JM)

VT 004 447 ED 015 343
Abstracts of Studies in Agricultural Education, Southern Region, for the Year 1964-65.

Texas Agr and Mech Univ, College Station. Dep of Agr Educ
Pub Date - Mar66
EDRS PRICE MF-$0.25 HC-$1.88 45p.

*AGRICULTURAL EDUCATION, *ED

*AGRICULTURAL EDUCATION, *EDUCATIONAL RESEARCH, *MASTERS THESES, *DOCTORAL THESES, *ANNOTATED BIBLIOGRAPHIES, FOLLOWUP STUDIES, Southern States,

Forty-five doctoral dissertations, staff studies, and masters' theses in agricultural education are reported in the following areas--academic achievement, administrator attitudes, adult farmer education, agricultural extension agents, agricultural machinery, agricultural production, contests, curriculum, educational needs, employment opportunities, extension, farm management, followup studies, history, international education, leadership training, learning laboratories, program evaluation, students, teacher attitudes, teacher education, teacher load, vocational agriculture teachers, young farmer education, and youth clubs. The purpose, method, and findings of each study are summarized. The studies are arranged alphabetically by author. (JM)

VT 004 448 ED 015 344
Abstracts of Research Studies in Agricultural Education Completed in 1966-67 in the North Atlantic Region.

Shontz, David F.
Rhode Island Univ., Kingston.
Pub Date - Nov67
EDRS PRICE MF-$0.25 HC-$2.08 50p.

*MASTERS THESES, *DOCTORAL THESES, *EDUCATIONAL RESEARCH, *AGRICULTURAL EDUCATION, *ANNOTATED BIBLIOGRAPHIES, North Atlantic States,

Forty-nine doctoral dissertations, staff studies, and masters' theses are reported in the following areas--administration, advisory committees, curriculum, educational needs, employment needs and opportunities, evaluation, instructional materials, international education, programs, students, teachers, teacher education, teaching methods, young farmers, and youth clubs. The purpose, method, and findings of each study are summarized. The studies are arranged alphabetically by author. (JM)

VT 004 450 ED 015 346
Abstracts of Research Studies in Agricultural Education Completed in 1964-65 in the North Atlantic Region.

Love, Gene M.
Pennsylvania State Univ., Univ. Park. Dept. of Agr. Educ.
Pub Date - Nov65
EDRS PRICE MF-$0.25 HC-$1.40 33p.

*AGRICULTURAL EDUCATION, *EDUCATIONAL RESEARCH, *MASTERS THESES, *DOCTORAL THESES, *ANNOTATED BIBLIOGRAPHIES, ADVISORY COMMITTEES, North Atlantic States,

Thirty-two doctoral dissertations, staff studies, and masters' theses in agricultural education are reported in the following areas--academic achievement, adult farmer education, advisory committees, agricultural colleges, curriculum, educational needs, employment opportunities, off-farm agricultural occupations, prevocational agriculture, program evaluation, students, teaching methods, technical education, vocational agriculture, vocational agriculture teachers, young farmer education, and youth clubs. The purpose, method, and findings of each study are summarized. The studies are arranged alphabetically by author. (JM)

VT 005 118 ED (See July 1968 RIE)
Abstracts of Research and Related Materials in Vocational and Technical Education, Spring 1968.

Ohio State Univ., Columbus. Center for Voc. Educ.
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*ANNOTATED BIBLIOGRAPHIES, INFORMATION DISSEMINATION, INDEXES (LOCATERS), *EDUCATIONAL RESEARCH, *VOCATIONAL EDUCATION, *TECHNICAL EDUCATION, CLEARINGHOUSES, RESOURCE MATERIALS,

This quarterly publication announces the availability of documents acquired and processed by the Educational Resources Information Center (ERIC) Clearinghouse on Vocational and Technical Education. It contains abstracts of research and other materials which are useful to researchers, supervisors, teacher educators, education specialists, administrators, teachers, and others who have an interest in vocational and technical education. The abstracts are organized by topical groupings--(1) Administration and Supervision, (2) Curriculum, (3) Employment and Occupations, (4) Evaluation and Measurements, (5) Facilities and Equipment, (6) Individuals with Special Needs, (7) Innovative Concepts and Experimental Programs, (8) Instructional Devices and Materials, (9) Philosophy and Objectives, (10) Research Design and Research Development, (11) Student Personnel Service, (12) Students, (13) Teacher Education, (14) Teaching and Learning, (15) Teachers, and (16) Other Resources. Indexes provide an approach to the abstracts by (1) personal and institutional authors, (2) document accession number with a table showing ED numbers for documents available through the ERIC Document Reproduction Service, (3) vocational and supporting services, and (4) subjects. The publication dates of the materials are from 1963 to 1967. Of the 152 documents listed, 148 are available as a separate microfiche set from the ERIC Document Reproduction Service (VT 005 119). This document is available for $2.75 from The Center for Vocational and Technical Education, The Ohio State University, 980 Kinnear Road, Columbus, Ohio 43212. (HC)

VT 005 119 ED (See July 1968 RIE)
Microfiche Collection of Documents Reported in Abstracts of Research and Related Materials in Vocational and Technical Education, Spring 1968.

Ohio State Univ., Columbus. Center for Voc. Educ.
Pub Date - 68
EDRS PRICE MF-$38.00 HC-NOT AVAILABLE FROM EDRS 10,628p.

INDEXES (LOCATERS), *EDUCATIONAL RESEARCH, *VOCATIONAL EDUCATION, *TECHNICAL EDUCATION, CLEARINGHOUSES, RESOURCE MATERIALS,

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